

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**Preschool Development Grants - Development**

**CFDA # 84.419A**

**PR/Award # S419A150016**

**Grants.gov Tracking#: GRANT11769481**

OMB No. 1810-0717, Expiration Date: 02/28/2015

Closing Date: Oct 24, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="10/23/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="66-04-33481"/>	* c. Organizational DUNS: <input type="text" value="0901423220000"/>
---	---

**d. Address:**

* Street1:	<input type="text" value="Federico Costa # 150"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="San Juan"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="FR: Puerto Rico"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip/Postal Code:	<input type="text" value="00919-0759"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="PR Department of Education"/>	Division Name: <input type="text" value="Academic Affairs Office"/>
---	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Cecilia"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Malave"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="787-773-3524"/>	Fax Number: <input type="text" value="787-250-0275"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

F: U.S. Territory or Possession

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

S4.419

CFDA Title:

Preschool Development Grants

**\* 12. Funding Opportunity Number:**

ED-GRANTS-102314-001

\* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Development Grants CFDA Number S4.419A

**13. Competition Identification Number:**

S4 419A2015 1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

[Add Attachment](#)

**\* 15. Descriptive Title of Applicant's Project:**

Puerto Rico Preschool Development Grant Proposal

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="29,151,273.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>  <input type="text" value="Mayra Gonzalez"/>	<b>TITLE</b>  <input type="text" value="Secretary of Education"/>
<b>APPLICANT ORGANIZATION</b>  <input type="text" value="Puerto Rico Department of Education"/>	<b>DATE SUBMITTED</b>  <input type="text" value="10/23/2014"/>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Puerto Rico Department of Education * Street 1: P.O. Box 1150    * Street 2: * City: San Juan,    * State: P.R. Puerto Rico    * Zip: 00910-0750 Congressional District, if known:		
<b>6. * Federal Department/Agency:</b> US Department of Education	<b>7. * Federal Program Name/Description:</b> Elemental Development Grants CFDA Number, if applicable: 84.409	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: Mr.    * First Name: Rafael    Middle Name: * Last Name: Ramon    Suffix: * Street 1: * City:    * State:    * Zip:		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix:    * First Name: N/A    Middle Name: * Last Name: KOK    Suffix: * Street 1: * City:    * State:    * Zip:		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Mayra Gonzalez * Name: Prefix:    * First Name: N/A    Middle Name: * Last Name: NUN    Suffix: Title:    Telephone No.:    Date: 07/21/2014		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S419A150016

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

	Add Attachment		
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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Puerto Rico Department of Education

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. \* First Name: RAFAEL Middle Name:

\* Last Name: Roman Suffix:

\* Title: Secretary of Education

\* SIGNATURE: Mayra Gonzalez

\* DATE: 10/23/2014

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## ABSTRACT

### *Commonwealth of Puerto Rico Preschool Development Grant Proposal*

This Grant represents a unique opportunity for Puerto Rico to strengthen its preschool services and develop a high quality continuum of services. Puerto Rico's Department of Education (PRDE) is the Grant's Lead Agency. The Departments of Family, Health and the State Advisory Council on Early Childhood Education and Care (SAC) are the Grant's strategic collaborators.

A significant outcome of the Program will be the establishment of formal and comprehensive agreements between Head Start Programs and Puerto Rico's Department of Education (PRDE) for the joint provision of voluntary preschool services in Puerto Rico's public schools. Through the Preschool Development Grant award PRDE along with its Advisory Board will select sub grantees to provide high quality preschool services in high need geographical clusters. Another significant outcome of the Program will be to strengthening and expansion of the Quality Rating and Improvement System (PASITOS) and the Statewide Longitudinal Data System.

In Puerto Rico, forty-five percent (45%) of the population lives below the poverty level and twenty-five percent (25%) live in Extreme Poverty. By comparison, the proportions of people living in Poverty and Extreme Poverty in the US were fifteen (15%) and six point six (6.6%) percent respectively. Puerto Rico's poverty rates are significantly higher than the rates of US states with the highest levels of poverty.

In order to select high need clusters for Program implementation, a Composite Community Needs Index was created to help determine (1) whether there were communities with both high levels of socioeconomic deprivation and low levels of service; and, (2) whether any geographical concentrations of the two risk indices can be identified. The concentration of geographically contiguous High-Need counties, as per the second criterion, would potentially enable implementation via a *regional service delivery model*, which simultaneously allows maximizing investment by ensuring returns to scale in the use of resources and enables depth in the delivery of high quality services to otherwise underserved communities.

Puerto Rico's Preschool Development Grant Program establishes an ambitious yet achievable plan to serve (b)(4) children at the end of the fourth grant year through High Quality Preschool Programs. A total of (b) existing preschool slots will be improved to meet High Quality service standards and (b)(4) new slots will be created for children under the 200% level of poverty.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

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To add more Project Narrative File attachments, please use the attachment buttons below.



# Puerto Rico Preschool Development Grant Proposal

OCTOBER 23, 2014

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## **A. Executive Summary**

The Commonwealth of Puerto Rico proudly presents its ambitious and achievable plan for expanding access to High-Quality Preschool Programs. Puerto Rico's Department of Education (PRDE) has in place Early Learning and Development Guidelines that promote the development of the social, physical, emotional, linguistic, creative and cognitive dimensions, based on a principle of inclusion. Puerto Rico hereby requests \$8.5 million through the Preschool Development Grant and in turn will commit \$ (b)(4) of matching funds.

Puerto Rico understands the importance of early childhood development and has developed a comprehensive system of services for the zero to eight population. A significant amount of legislation shows Puerto Rico's commitment to early childhood development. Probably the best example of this commitment is Act 93 of 2008 which contains Puerto Rico's early childhood public policy and was drafted by a diverse group of professionals lead by the Legislative and Executive Branches chaired by opposing political parties. Act 93 establishes the composition of the State Advisory Council on Early Education and Care, who is in charge of aligning the system of services and who is a key collaborator of this proposal.

Preschool Development Grant Program represents a unique opportunity for Puerto Rico to strengthen its preschool services and develop a high quality continuum of services. A key component of this system is PASITOS, Puerto Rico's Tiered Quality Rating and Improvement System (TQRIS). PASITOS was developed as a pilot project under ARRA funds and recently received a legislative allocation of funds for its expansion. Puerto Rico Preschool Development Grant Program's participating preschool and kindergarten classrooms will be part of PASITOS and the Grant will further develop its scope.

A significant outcome of the Preschool Development Grant Program will be the establishment of formal and comprehensive agreements between Head Start Programs and PRDE for the joint provision of voluntary preschool services in Puerto Rico's public schools. Through the Preschool Development Grant award PRDE along with an Advisory Board will select sub grantees to provide high quality preschool services in high need geographical clusters. High quality includes full day, full year services provided by highly qualified staff, with appropriate adult to child ratios, ongoing

assessment and engagement of families and community. Services will be provided to eligible children under 200% of the Federal Poverty Level.

Puerto Rico's Preschool Development Grant Program has set an ambitious yet achievable plan to serve (b)(4) children at the end of the fourth grant year through High Quality Preschool Programs. (b)(4) of these will be assigned to island municipalities of Vieques and Culebra as improved slots and the remaining (b)(4) (b)(4) slots will be under the new slots category, distributed among the remaining ten (10) municipalities. The (b)(4) improved slots of Vicques and Culebra are existing slots that will be improved by extending its service program hours to full day service, limit class size, decrease child to staff ratio, appropriately compensating teachers with a bachelor degree and providing comprehensive services. Simultaneously, the Program will open and improve a total of (b)(4) classrooms. These new slots will provide eight (8) hours of service a day for forty eight (48) weeks a year. Each preschool classroom will have a maximum of sixteen (16) and a minimum of thirteen (13) children, with a minimum of two adults per classroom at all times. There will be one (1) teacher and two (2) assistant teachers assigned per classroom with different shifts

Regarding school readiness, Puerto Rico's Preschool Development Grant proposal will be based on the National Research Council's recommendations for best practices and the "Ready Child Equation" established in "Getting Ready: Findings from the National School Readiness Indicators Initiative". School Readiness seeks to guarantee children's success in early educational stages.

To guarantee quality compliance, in the first year of Puerto Rico Preschool Development Grant Program's implementation, a preschool assessment tool will be incorporated following National Research Council Report on early childhood assessments recommendations. Teachers and staff will be trained on the new assessment tool and results will be part of the Statewide Longitudinal Data System. This will support learning and instruction, help identify children who may be in need additional services, identify trends in the selected high need clusters and foster effective program evaluation and accountability.

Puerto Rico's Preschool Development Proposal is supported by a broad group of stakeholders, including the eighteen (18) members of the State Advisory Council on Early Childhood Education and Care (SAC). Alignment of the system of services is led by the SAC, who will guide and support all efforts conducted as part of this grant proposal. Additionally, two SAC members will be part of Puerto Rico's Preschool Development Grant Advisory Board.

In Puerto Rico, forty-five percent (45%) of the population lives below the poverty level and twenty-five percent (25%) live in Extreme Poverty. By comparison, the proportions of people living in Poverty and Extreme Poverty in the US were fifteen (15%) and six point six (6.6%) percent respectively. Puerto Rico's poverty rates are significantly higher than the rates of US states with the highest levels of poverty. While the state with the highest levels, Mississippi, has poverty and extreme poverty rates that are 1.5 and 1.4 that of the US rates, rates in Puerto Rico are 3 and 3.8 times that of the United States. Puerto Rico's Extreme Poverty rate is in fact more than twice the District of Columbia's rate, which at eleven percent (11%) is the highest in the continental US, among the geographies considered.

In order to select high need clusters for Program implementation, a Composite Community Needs Index was created to help determine (1) whether there were communities with both high levels of socioeconomic deprivation and low levels of service; and, (2) whether any geographical concentrations of the two risk indices can be identified. The concentration of geographically contiguous High-Need counties, as per the second criterion, would potentially enable implementation via a *regional service delivery model*, which simultaneously allows maximizing investment by ensuring returns to scale in the use of resources and enables depth in the delivery of high quality services to otherwise underserved communities.

The two selected High-Need Clusters are composed of counties with levels of Extreme Poverty ranging from twenty-one (21%) percent in Humacao (South East) to forty-one (41%) in Morovis (North Central), with eight out of the twelve municipalities to be targeted ranging between three (3%) and forty-nine (49%) percent above the municipal average for Puerto Rico. Similarly, child poverty rates for all but one of the municipalities are higher than the municipal average ranging between fifty-six percent (56%) in Vieques and seventy-seven percent (77%) in Culebra.

To strengthen state level infrastructure, thirty five percent (35%) of Preschool Development Grant Program funds will be used to activities that include: improving monitoring and evaluation through TQRIS-PASITOS, expanding the Statewide Longitudinal Data Entry System to include preschool, providing professional development to teachers and staff, developing online resources and providing adequate procurement and administrative staff that can lead the efforts and provide guidance and technical assistance to service providers, families and community members.

Sixty five (65%) of Preschool Development Grant Program funds will be delegated to sub grantees that must comply with high quality early learning standards. Most of Puerto Rico's sub grantees will be Head Start Programs who are recognized as high quality preschool service providers. High quality preschool services will be provided to eligible children in Year One of the proposal.

Puerto Rico's Preschool Development Grant Program sub grantees will comply with high quality standards that include culturally and linguistically responsive outreach and communication efforts to enroll children from families with eligible children, including isolated or hard to reach families. Another important aspect of the high quality services that sub grantees must comply with are family engagement, inclusive practices and services to children from homeless families as defined in the McKinney-Vento Homeless Assistance Act (See Letters of Support Appendix A).

## **B. Commitment to High-Quality Preschool Programs**

The Department of Education together with the Department of Health and the Department of Family jointed efforts to offer comprehensive and continuous services, from prenatal to eight (8) years, engaging parents and communities in a comprehensive and holistic model to guarantee safe, healthy and advanced learning and development of children. (See Other Evidence B Letter of Commitment from collaborative agencies). Through this alliance, the Puerto Rico Preschool Development Grant Program has the commitment to deliver and increase access to High Quality Preschool Programs for Eligible Children and their families in the selected high need municipalities in Puerto Rico.

### **B (1) State Learning and Development Standards**

The Early Childhood Education Program (ECEP), subscribed to the Auxiliary Secretary for Academic Affairs of the Puerto Rico Department of Education (PRDE) (See Appendix #1 PRDE Organizational Chart), established the State Early Learning and Development Standards (from now on SELS) in the year 2003 as part of a curriculum review initiative. A second review process took place in the year 2006 with the establishment of the Content Standards and Grade Expectations. Since then, the PRDE had been working on several revisions to adapt them to the recommendations from early education experts and to the knowledge acquired and derived from the evolution of early education in Puerto Rico and the United States.

The implementation of SELS promotes the development of social, physical, emotional, linguistic, creative and cognitive dimensions, based on a principle of inclusion of the entire diversity contained in our childhood. It responds to their needs, interests and talents, in a sociocultural context. During this period, cognitive, attitudinal, and procedural aspects are developed. The main goal of this academic effort is the development of critical, reflective individuals, with democratic attitudes who demonstrate ethical and civic responsibility which enables them to act and participate in key decisions for the benefit of Puerto Rico.

From an inclusive and holistic approach, the comprehensive vision of early education is subject to appropriate practices and principles (NAYEC 2009), which establishes a continuity between all levels in order to ensure the optimal development of childhood. This is achieved with the

involvement of all community actors from birth up to the third grade. SELS guarantee the necessary present and future experiences to enable and stimulate the building of knowledge, applying his/her experience and the development of positive values and attitudes.

Puerto Rico completed a revision through the Curriculum Review Project and the conceptual framework for kindergarten in the year 2010. The document was developed by the National Institute for Curricular Development (INDEC, 2003). It established the parameters and guidelines for the transformation of pre-school education in Puerto Rico. In this revision, the standards and expectations in all developments are included, from birth to kindergarten. This process was accompanied by a massive outreach of these standards and expectations through the entire Early Education System and collaborating partners such as Head Start, Early Head Start and Child Care, community-based organizations, public health agencies and the Department of Family.

During the year 2013 the PRDE adopted the ESEA Flexibility Plan (See evidence B1 ESEA Flexibility Plan) which was accepted in ESEA approval letter (See Evidence B2 ESEA letter). This Plan commits PRDE to raise productivity standards in order to guarantee educational services through the entire system and demonstrate favorable results in the academic performance of Puerto Rican students and demonstrate transparency in the accountability of the PRDE administration. Pursuant to this plan, the following processes have been aligned in order to improve the quality of education of PR boys and girls; a. Educational planning; b. Curricular Alignment tools; c. Data entry to a Student Information System (K to 12 grade); d. Scope and sequence calendar; e. Teaching and learning strategies aligned with Curriculum Integration; f. Formative assessments per cycles; g. Regular visits to school districts; h. Disclosure of new standards and expectations; i. Validation of new alignment of standards and expectations from expert stakeholders in the area, the academia, among others.

Puerto Rico's SELS, take the conceptual framework platform, contained in "Three Core Considerations, the Twelve Principles of Child Development and Learning, and the Five Guidelines for Effective Teaching" into consideration (NAEYC, 2009).<sup>1</sup>

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<sup>1</sup> Retrieved from: [http://www.naeyc.org/publications/positions/developmentally\\_appropriate\\_practice\\_in\\_early\\_childhood\\_programs\\_serving\\_children\\_from\\_birth\\_through\\_age\\_8](http://www.naeyc.org/publications/positions/developmentally_appropriate_practice_in_early_childhood_programs_serving_children_from_birth_through_age_8).

B (2) The State’s financial investment

During the last four years, the PRDE has invested \$ (b)(4) in local funds to finance preschool programs. This investment covers a total enrollment of (b)(4) children during those years, serving the between 2 – 3% of the total eligible children aged 4 years each year. The investment and enrollment per year were as follows:

<b>State Fiscal Year</b>	<b>Investment</b>	<b>Enrollment</b>
2014	(b)(4)	
2013		
2012		
2011		

B (3) Enacted and pending legislation, policies, or practices

Puerto Rico is highly committed to early childhood education. Existing legislation, developed in response to the demands and active participation of early education interest groups provide evidence of this commitment. In 2006, the early education community along with government representatives, community groups and policy makers worked during two years to develop a public policy infrastructure to support high quality initiatives. The Legislative and Executive branches, each lead by opposing political parties, came together with the different stakeholders to draft a comprehensive policy piece that has guided early childhood initiatives in Puerto Rico since then. In June 18, 2008 ACT 93 entitled “Act for the Development and Implementation of the Public Policy on Early Childhood in Puerto Rico” was enacted (See Evidence B #3 ACT 93). It establishes the responsibilities of the Executive and Municipal Governments; and it also establishes coordination between all public and private entities that render services to children. Act 93 is divided in seven sections or content areas: 1. Safe birth; 2. Health; 3. Education; 4. Family; 5. Safety; 6. Arts and Culture; and 7. Play and sports. The Act also created the Governor’s State Advisory Council on Early Childhood Education and Care (“Consejo Multisectorial del Gobernador para la Niñez en Edad Temprana”) who is in charge of aligning early childhood system of services and implementing Puerto Rico’s public policy..

In 2009, Executive Order 046 (EO-2009-46) was signed to activate Puerto Rico's State Advisory Council on Early Childhood Education and Care which developed, from 2009 through 2013, a pilot project for Puerto Rico's first Quality Rating and Improvement System (QRIS) named "PASITOS" (small steps in Spanish) and began a revision of PR child care licensing laws and regulations. PASITOS included private child care centers, Early Head Start, Head Start Programs and public preschool and kindergarten classrooms.

On August 2013, the House of Representatives approved Joint Resolution 574 ("Resolución de la Cámara" 2013-574 See Evidence B # 4) to investigate compliance of government agencies with Act 93. The legislative investigation identified the big strides Puerto Rico has made in the last few years and recommended to prioritize the allocation of funds for early childhood programs.

In February 2014, Governor García Padilla signed Executive Order 2014-008 (EO-2014-008) which formally activated the State Advisory Council on Early Childhood Education and Care as provided in Act 93 of 2008 in compliance with federal Public Law 110-134 (Improving Head Start for School Readiness Act of 2007). The Council's mission is to obtain the alignment of the early childhood system. In that way, a continuum of quality services for the Puerto Rico initiatives is guaranteed and the public policy development of early childhood is consolidated into a single organism.

Another example of how Puerto Rico has strengthened its early childhood public policies is 2009 Act 114 (See Evidence B #5), which empowers municipalities to implement and make accessible child care programs to families in high need situations. Act 114 allows municipalities to establish consortiums or collaborative agreements to improve child care services and early education.

The Department of Family's Reorganization Plan No 1 of July 28, 1995 and ACT 179 of August 1, 2003 established the Administration for Integral Child Care Development (ACUDEN See Appendix #2 DF Organizational Chart), which is a government agency that promotes quality childhood care and education services for children from birth up to four years of age in a coherent and coordinated effort. ACUDEN is one of the agencies that represents Puerto Rico's commitment to high quality childhood education. ACUDEN, administers Early Head Start, Head Start and Child Care Programs throughout the Puerto Rican archipelago. ACUDEN is the largest grantee for

Head Start and Early Head Start Programs in Puerto Rico and third nationally. ACUDEN is one of the main partner in the execution of this proposal's plan.

Recognizing the importance of contact with nature for early childhood development, on April 2014, Governor García Padilla signed Executive Bulletin Number 2014-123 (See Evidence B#6) to make April 22<sup>nd</sup> Children's Right to Play and be in Contact with Nature Day. This Order serves as a tool for early childhood programs, including schools and government agencies to advocate and facilitate children's daily contact with nature and the outdoors in order to stay connected to the Planet and themselves.

In September 2014 the Puerto Rican legislature approved a special allocation of \$(b)(4) for early childhood initiatives. The funds will be divided in the following manner: a) \$(b)(4) for further development of the Quality Rating and Improvement System "PASITOS" which has been implemented as a pilot project since 2009 in collaboration with the University of Puerto Rico; b) \$(b)(4) for the State Advisory Council on Early Childhood Education and Care; and c) \$(b)(4) for educational scholarships for the professional development of child care centers' staff.

The PRDE has developed an important set of public policy measures to provide and guarantee an adequate administrative and programmatic level of support to Early Childhood Education: 1. Administrative Order # 21, 2004-2005 (See Evidence B #7) - to establish the norms and procedures to be followed in its child care centers; 2. Administrative Order # 6, 2014-2015 (See Evidence B#8) - to establish the planning process of learning and curriculum; 3. Administrative Order # 35, 2013-2014 (See Evidence B#9) - to operationalize the PRDE response to the ACT No. 25, September 23, 1983 - related to student vaccinations; 4. Administrative Order # 30, 2013-2014 (See Evidence B#10) - to establish a set of policies and regulations governing the Pre- k Program; 6. Administrative Order # 8, 2014-2015 (See Evidence B#11) - To set up procedures to manage the educational process with immigrants and other students with language limitations (LSP); and, 7. Administrative Order # 6, 2013-2014 (See Evidence B#12) – To establish policies and regulations governing the Kindergarten Program.

#### B (4) Quality of existing early learning programs

The PRDE ECEP has the overall responsibility to promote a high quality improvement system in which all preschool programs, their professionals, parents and community members are involved, informed and supported in order to ensure children's outcomes. There are two internal policies oriented towards a provision of comprehensive services in preschool education: Public Policies # 6 (2013- 2014) and # 30 (2013- 2014). These policies unified the planning and teaching practices for both pre-kinder and kindergarten. For FY 2014-2015, about \$ (b)(4) were identified in legislative appropriations (state funds) for the voluntary state pre-kindergarten program to allocate equipment, materials, books and teaching strategies among others. During academic year 2012-2013, the PRDE integrated "PASITOS". "PASITOS is the Spanish word for "little steps" and it is used as an equivalent for TQRIS. PRDE participated in PASITOS pilot project in which fifteen out of 20 PRDE schools reached the maximum score in quality levels (5.0). Each level or "little steps" represents a set of excellence indicators which must be met in order to continue to the next level or "little step". These indicators reflect the best appropriate practices in the field of early childhood education. In terms of compliance with standards for Pre k and Kindergarten levels, recent data results from pre and post diagnostic tests revealed a significant improvement in each of the 10 established domains. These tests were administered in each of the seven (7) educational regions of PRDE. (See Appendix 3 "Results of Pre-Post Tests by Educational Regions 2013 – 14")

#### B (5) Coordination of preschool programs and services in partnership with other entities

The Secretary of Education is an active member of Puerto Rico's State Advisory Council and PRDE is the agency in charge of compliance with IDEA Part B. PRDE, through the Office of the Associate Secretary for Special Education, has a long history of collaboration and inter-agency coordination. These agreements are typically renewed every five (5) years. A collaborative agreement was established between PRDE and the Department of Health's Early Intervention Program ("Avanzando Juntos"), which is the Program responsible for the implementation of Part C of IDEA for 0 to 3 year old children (See Appendix 4 &5).

Through this collaborative agreement effective transition processes are guaranteed for all children identified as “potentially eligible for special education” through a series of protocols which define the characteristics and level of need in each case. Also the Department of Health has a collaborative agreement with Early Head Start/Head Start grantees (which is revised on a yearly basis) to refer potentially eligible children and to collaborate in the provision of services. Children with physical health conditions which do not limit their cognitive capacity are referred through the provisions of Section 504 of ACT 93 – 112 of 1973 entitled as Vocational Rehabilitation Act. The collaborative agreement between PRDE and Early Head Start/Head Start grantees (including ACUDEN) for the provision of special education services to children ages three (3) through five (5) was signed in 2010 and is currently being revised before it expires in 2015. This agreement is pursuant with Part B of IDEA, being PRDE the agency responsible for its compliance in Puerto Rico. The agreement includes procedures for the revision of the Individualized Education Program (IEP) developed for each eligible child with a disability (34 CFR §300.320-300.328-Part B of IDEA). Regarding the conditions established on Subtitle B, Title 7 McKinney Vento Homeless Education Assistant Act as amended, PRDE has established collaboration agreements with the Department of Family and Head Start Programs for coordination of services to the homeless population.

According to Program Information Report (PIR) in 2013-2014 Early Head Start and Head Start Programs provided services to 578 homeless children. In addition, Act 130 of September 27, 2007 created the Multisector Council for Support of the Homeless Population, which is chaired by the Department of Family. This council is made up of 21 members, which include government representatives, homeless services organizations, former homeless individuals and representatives from the private sector. Puerto Rico’s Head Start Collaboration Office participates of the Councils meetings and work groups in an effort to align support services for the early childhood population. The Council has worked in the past year and a half to identify available services for homeless women with young children. Also inter-agency meetings are held at the PRDE with diverse stakeholders for the provision of services to homeless children. As part of these agreements support is provided to non-governmental organizations (NGOs) that provide direct services to this population. Services are provided for every boy or girl referred through this network of collaborators, from pre – school to the twelve grade and includes adult education.

The Secretaries of Education, Health and Family have signed a letter of commitment to designate the necessary resources, effectively coordinate service-delivery alignments among the three (3) agencies, and establish collaborations with other government and non-governmental organizations, as needed to implement the Preschool Development Grant Proposal, and to further align the system of services, including among other programs Part B and C of IDEA and subtitle VII-B of the McKinney-Vento Act. The commitment includes an agreement to sign a formal Memorandum of Understanding within 180 days of the grant award. (See Other Evidence B Letter of Commitment from collaborative agencies)

Puerto Rico's Early Learning Council (State Advisory Council on Early Education and Care) is composed of 18 members, among which are the Secretaries of Education, Health and Family. The Secretary of Health is responsible for the implementation of Part C of IDEA and the Secretary of Education is responsible for IDEA Part B implementation and Subtitle VII-B of the McKinney-Vento Act in collaboration with the Secretary of Family, who presides the State Advisory Council (See Evidence A Letter of Support of the State Advisory Council on Early Care and Education).

#### B (6) Role in promoting coordination of preschool programs and services

The government of Puerto Rico is responsible for the development, implementation and execution of public policies for the integral and holistic development of children. For example, it has an active State Advisory Council for Early Childhood (Head Start Act, 42 U.S.C. 9831 et seq.), an Administration for Integral Care and Development of Children (ACUDEN), a Preventive and Health Services Network lead by the Health Department and the Early Childhood Education Program of PRDE. Also PRDE has a School Health Program ("Salud Escolar") to empower students at different educational levels with important information regarding their physical and emotional health.

With regards to early learning and development, the State Advisory Council, ACUDEN, and the Early Childhood Education Program coordinate efforts to strengthen the national standards and grade expectations, curriculum content, assessment of education, professional training, and the health and safety of educational environments from birth through third grade.

In terms of the physical and mental health of children, Early Head Start, Head Start and Child Care programs (partners in this proposal) also provide these services as programmatic components. PRDE have established coordination with the Department of Health to integrate a network of prevention and intervention service providers to the continuous development and learning for both children and their families. Evidence of this can be found in the appendix section under “Letters of Support” with commitments to the proposal submitted by the Health Promotion Secretariat and the Division of Mothers, Children and Adolescents of the Department of Health.

WIC Program also has a collaborative agreement in place with Early Head Start Programs for the coordination of referrals and services for the population from 0 to 5. (b)(4) children served by Head Start programs in Puerto Rico were participants of the WIC Program in 2013-2014.

The Center on the Social and Emotional Foundation for Early Learning of the University of Vanderbilt focuses on promoting the socio emotional development and school readiness of children from 0 to 5. ACUDEN has empowered families across Puerto Rico with the socio-emotional development curriculum for families. This training focuses on best practices for child development. A demonstrative pilot project was developed by ACUDEN based on the best practices already mentioned. The residents of the Half Way Home for Women of the Department of Correction and Rehabilitation have been trained on the socio-emotional development curriculum. This Half Way Home provides services to pregnant inmate women and their children under three (3) years of age.

Puerto Rico’s State Advisory Council on Early Education and Care is composed of 18 members, among which are representatives from local governments (municipalities) and private entities which include philanthropy, commerce and early education institutions, in order to guarantee the early childhood system is enriched by a wide array of stakeholders. The diverse composition of the State Advisory Council facilitates the alignment of the system of comprehensive services for early childhood in Puerto Rico.

The services provided under this grant proposal will be executed through active collaboration with local governments, Head Start programs, Child Care programs, private and community entities. The continuum of services will have a systemic approach, where families with young children and community members are the main focus, in order to achieve long term sustainability.

## **C. Ensuring Quality in Preschool Programs**

### **C (1) State Preschool Program Infrastructure and Quality Improvements**

#### **C (1) (b) Implementing Program Standards consistent with a High-Quality Preschool Program**

In order to guarantee the effective implementation of standards that are consistent with high quality pre-school programs PRDE will implement the following plan in collaboration with different partners:

**High Staff Qualifications and appropriate teacher to child ratios:** Outreach and recruiting qualified staff, including teachers and the administrative staff responsible for implementing the plan. Establish through a PRDE Administrative Order a minimum academic achievement of Bachelor in Arts in preschool education for all teachers. Establish through a PRDE Administrative Order the role of the “preschool teacher assistant” who must comply at least with a Child Development Associate (CDA). Through a PRDE Administrative Order PRDE will establish a 1:10 teacher to child ratio for all preschool classrooms.

**Teachers’ Coaching:** (b)(4) teacher mentors will be hired to guide preschool teachers in curriculum implementation in the selected geographic areas. PRDE, through collaborative agreements with Institutions of Higher Education, will provide teachers with continuing education courses on high quality standards and evidence based practices.

**Full day/Full year services:** Through PRDE Administrative Orders school days will start at 7:30am and finish at 5:30pm and services will be provided 48 weeks per year.

**Smooth Transitions and Support Services:** Smooth transition services will be obtained through a strategic collaborative plan developed by the Preschool Development Grant Advisory Board. This interagency Advisory Board will include representatives from Early Intervention, Home Visiting and Early Head Start Programs who will collaborate with (b)(4) case managers to implement appropriate transitions process for children.

Support services for health, nutrition and mental health will be integrated into PRDE preschool services through an Administrative Order. WIC Program and Department of Health will be members of the Preschool Development Grant Advisory Board and will provide guidance to

guarantee compliance with high quality comprehensive services throughout the preschool structure.

**Curriculum and ongoing assessment:** Delineate effective preschool teaching practices linked to developmentally appropriate learning outcomes by using innovative teaching strategies and US recognized assessment instruments (Gold Curriculum, Teaching Strategies, Integrated Curriculum and Blended Learning).

**Family and Community Involvement:** Integrate the Head Start Family and Community Framework to support families and their expectations for their children's success. Family and community members will be an important part of the ongoing assessment of the plan and key components of the Preschool Development Grant Advisory Board.

**Professional Development:** Preschool teachers will receive training and professional development to improve classroom quality and the guidelines and instruments used for classroom observation. The project will implement an online professional development tool which will be available at existing referral and resource centers called CENTRANA. Through the online professional tool teachers and assistant teachers will be able to further acquire quality knowledge on early childhood development and best practices. Collaborative agreements with Institutions of Higher Education will be established to provide formal continuing education.

Providing consultation and technical assistance, and assuring that resource allocation supports high quality, coherent services, including professional training and competitive wages and benefits for staff will be an essential element of our plan.

**Supporting dual language learners:** Spanish and English are both official languages of the Commonwealth of Puerto Rico. PRDE will implement differential education strategies in teachers planning to support dual language learners.

**Safe Environments:** PRDE will guarantee the safety of equipment and materials in educational areas through Administrative Orders. Safety protocols and license requirements will be revised to guarantee classrooms and recreational spaces provide a safe and appropriate area for a child's development.

**PASITOS (TQRIS System):** Preschool classrooms will be part of the Quality Rating and Improvement System "PASITOS". The rating system will indicate compliance with High Quality

Standards and support will be provided through case managers to guarantee services meet the High Quality Definition.

In addition, PRDE will establish a memorandum of understanding with ACUDEN for the coordination of services between state voluntary preschool and Early Head Start, Head Start and Child Care Programs. As part of the MOU, the project will guarantee the alignment of school readiness goals with the standards and grade expectations of the PRDE. Regarding the network of providers, the Office of Early Childhood Education Program has representation in each of the 28 school districts which cover the 78 municipalities of Puerto Rico, including the Island Municipalities of Vieques and Culebra. PRDE has in place administrative orders to guarantee effective communication between all offices of the PRDE. These procedures will ensure that the implementation of this High Quality Plan has a coordinated structure.

*C (1) (a) Enhancing or expanding Early Learning and Development Standards*

PRDE as lead agency of this proposal, integrated the collaboration of Department of Health and Family to develop a comprehensive and integrated service model with a bio -psychosocial and systemic approach where each child will receive multidisciplinary services within the family and the community context, where the child grows up, learns and develops (See Evidence C Operational Plan). The implementation of the Early Learning and Development Standards in Puerto Rico has been delegated to the Department of Education as Lead Education Agency (LEA) by Organic Act 149 of 1999 and the corresponding Administrative Orders (AO # 6- 2014 – 2015, AO # 21- 2014 2015, AO # 30 del 2013 2014, AO # 8 del 2014 -2015 y AO # 6 - 2013 - 2014).

The scope of the implementation of PRDE standards is centered on scientific based strategies and appropriate practices that will be strengthened and expanded through:

- The adoption of appropriate practices for early education as those established by the NAEYC;
- The development of skills contained in the high school graduate Profile (IPEDCO, University of Sacred Heart 2012)<sup>2</sup>

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<sup>2</sup> Institute of Educational and Community Policies, University of Sacred Heart

- The implementation of the 4 main cornerstones of the “Education for Life” conceptual framework ( learning to know, learning to do, learning to live together and learning to be), proposed by the United Nations Educational Scientific and Cultural Organization (UNESCO 2010)<sup>3</sup>
- The design and planning of learning based on the Understanding by Design Framework (Ubd). This Framework was designed to align programs to assessments, and guide teachers in implementing a standards-based curriculum that leads to student understanding and achievement.<sup>4</sup>
- Compliance with the four principles of the Flexibility Plan which guarantee a highly stringent educational development to prepare the student from the early formative stages for higher education and the workplace.
- Development of the Core Knowledge Competencies for Early Childhood and School Age Professionals (CKC). The CKCs will offer a road map for early childhood and school-age professionals. This tool has been develop in different US jurisdictions and include the critical areas of professional knowledge and skills that are necessary to help children in their care to thrive succeed in school and life. When professionals use core knowledge competencies to guide their assessment of their own professional practice, they are assured of utilizing a framework that represents the full scope of early childhood development. This framework will offer up-to-date, research-based information and will be aligned with Puerto Rico’s early childhood policies as included in Act 93 of 2008. When used in combination with our early learning standards, the core competencies will serve as a foundation for decisions and practices to be carried out within early learning and school-age settings and programs.<sup>5</sup>

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3 UNESCO. (2010). La Educación Encierra un Tesoro. Comisión Internacional sobre la Educación para el Siglo XXI.

4 Grant, W. , Mc Tighe, ASCD (2005)

5 Pennsylvania Core Knowledge Competencies for Early Childhood and School Age Professionals  
[https://www.pakeys.org/uploadedContent/Docs/CKC%20and%20Big%20Ideas%20Framework/CKC\\_blackwhite.pdf](https://www.pakeys.org/uploadedContent/Docs/CKC%20and%20Big%20Ideas%20Framework/CKC_blackwhite.pdf)

*C (1) (c) Supporting programs in meeting the needs of children with disabilities*

PRDE complies with the provisions contained on Part B of IDEA through the Office of the Associate Secretary of Special Education and through a collaborative agreement with Early Head Start/Head Start Programs. The Department of Health complies with Part C of IDEA through its Early Intervention Program (“Avanzando Juntos”) and a collaborative agreement with Early Head Start/Head Start Programs. PRDE and the Department of Health have a collaborative agreement to guarantee effective transitions between Part C and Part B services, as previously stated. Puerto Rico’s Preschool Development Grant Plan, as a programmatic project of PRDE will have available for its implementation all the coordination resources and support from the Associate Secretary of the Special Education Program. The implementation process includes the following general activities: 1. The development of collaboration agreements for the provision of aligned services; 2. Referral to collaborators for early education services; 3. Continuous monitoring of service providers to ensure compliance with high quality educational standards such as, inclusion, assisted education, guidance and support for parents and smooth transition processes; 4. Support and training system for the educational resources. These components are already contained in the services provided by Early Head Start, Head Start, Child Care and the state voluntary preschool program.

According to Head Start Program Information Report (PIR) for 2013-2014 only 164 children use English as their primary language in contrast with 34,806 who use Spanish as their primary language. Through Act 1 of 1993 both Spanish and English became the official languages of the Commonwealth of Puerto Rico. Spanish is the primary language of most Puerto Ricans, but English is a requirement course at all grade levels. All students served by PRDE can be classified as dual language learners, but not under the same parameters as those in the states.

C (1) (d) Conducting a needs assessment to determine the current availability of High-Quality Preschool Programs

In May 2014, ACUDEN published the results of a research study on the availability of early care and development services in Puerto Rico. The most significant finding of ACUDEN's study was that only 27% of Early Head Start/Head Start eligible children were being served. Puerto Rico's Preschool Development Grant Program will conduct a more comprehensive study will include ACUDEN's study results and includes availability and accessibility of services for the population from pregnancy until eight (8) years of age. This comprehensive needs assessment will be supported with available resources from the Office of the Secretary for Planning, Evaluation and Educational Development of PRDE, Departments of Health and Family and PR Institute of Statistics, who is another valuable collaborator in this proposal. As a result of the needs assessment, an updated and comprehensive directory of service providers will be developed, including private, non for profit, community and faith based organizations, and will contain their geographic location and the available resources in each area. The directory will be available online and hardcopies will be disseminated through all the local offices and centers of our partner entities.

C (1) (e) Establishing or upgrading preschool teacher education and licensure requirements

Act 149, known as the Organic Act of the PRDE and the 1993 and 2008 Administrative Order of PRDE on Teacher's Certification established the academic and professional requirements for teachers' qualifications in Puerto Rico. The Teachers' Certification Office of the PRDE sets the recruitment criteria for teachers of early childhood by issuing one of the following two (2) certifications: Pre-school Education Level (0-4 years) and Early Elementary Education Level (K-3). All early education teachers must meet the following requirements: 1. Bachelor's degree conferred by an accredited institution according to the PRDE parameters; 2. Obtain a passing grade on the Teacher Certification Test ("Programa de Certificación de Maestros/as").

For the implementation of the Preschool Development Grant collaboration will be formally established with higher education institutions to guarantee that the pre-school and early childhood curricular contents and teacher's qualifications are constantly reviewed. Higher education institutions will also collaborate to provide continuing education and training for early childhood teachers.

*C (1) (f) Improving teacher and administrator early education training programs and professional development*

Professional preparation and ongoing professional development for the early childhood education workforce is essential to providing high quality services to children and families<sup>6</sup>. Training and technical assistance are important tools for the expansion of our Quality Rating System “PASITOS”. Providing consultation and technical assistance, and assuring that resource allocation supports high quality, coherent services, including professional training and competitive wages and benefits for early childhood staff will be essential to implement an effective and sustainable system. Puerto Rico’s Preschool Development Grant Plan includes the creation of teacher and assistant teacher training program and continuous education that will provide needed tools which are essential for a high quality system of services.

Schools and school districts will have the knowledge, resources, and community support needed to attract and retain effective teachers and principals and to maintain classrooms with high expectations, good instructional practice, emotional support for students, and professional support for teachers. High quality teachers provide both instructional and emotional support that improves children’s academic outcomes. Improving the quality of teachers is crucial to efforts to narrow race and income based achievement gaps. A child in poverty who has a good teacher for five (5) years in a row makes learning gains large enough to close achievement gap with higher income students.<sup>7</sup>

This Plan will support the specialized training of highly qualified teachers (HQT) in order to be capable to prepare them to provide high quality services to pre-school level children. A professional development program will be developed to meet the needs of those teachers who at the present time don’t possess the early childhood education requirements of our high quality preschool system. The Program will integrate teachers from partnering Head Start programs and from the PRDE.

For education reform to make a difference, it must penetrate the classroom and affect the quality of teaching (The Future of Children, 2007). Research shows that in public schools, teacher quality

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<sup>6</sup> “Early Childhood Education Professional Development: Training and Technical Assistance Glossary” NAEYC 2011

<sup>7</sup> Pathway to Children Ready for School and Succeeding at Third Grade, Schorr, Lisbeth and Marchand, Vicky, Pathways Mapping Initiative, June 2007.

has a greater effect on student learning than parents' level of education, family poverty, race, or other attributes believed to put children at risk.<sup>8</sup> Understanding the impact of high quality teachers and supportive educational staff to close the achievement gap of children in poverty, this program plans to provide high quality training and professional development to approximately (b)(4) professionals, including the following: School Principals; Superintendents; Facilitators or educational liaisons; Special Education Facilitators or liaisons; PRDE teachers; Head Start, Early Head Start and Child Care Educational Supervisors or liaisons; Educational staff from partner community organizations.

The Program will be implemented with existing PRDE and ACUDEN resources and with resources from partnering higher education institutions.

#### *C (1) (g) Implementing a Statewide Longitudinal Data System*

PRDE has already initiated the development of a Statewide Longitudinal Data System. This System will provide data on the path of the student population and will observe the transition processes through a continuum of development and learning. It is a great tool to further develop our education policies. The Statewide Longitudinal Data System will start in preschool and continue following students up to their insertion to the workforce.

The System will provide each student a unique identification number that will facilitate access to data while complying with existing privacy and confidentiality statutes. It will also support all government agencies, school districts, schools, higher education institutions and all stakeholders in developing effective policy measures to improve student performance and reduce academic gaps.

Puerto Rico's Early Childhood Longitudinal Data Study, Pre-k Class of 2015-2019 (ECLS-PK) will focus on children's early school experiences beginning in preschool and following children through the third grade. The ECLS-PK data will provide detailed information on children at school entry, their transition process and their progress through third grade. The comprehensive nature of the ECLS-PK will enable researchers to study how a wide range of factors including family and community circumstances are associated with school performance.

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<sup>8</sup> Idem.

The following agencies will collaborate with PRDE for the Statewide Longitudinal Data System, providing socio-demographic and descriptive statistics:

Department of Corrections and Rehabilitation	Department of Transportation and Public Works
Department of Family	Puerto Rico Planning Board
Department of Health	Puerto Rico Police Department
Department of Housing	Puerto Rico Statistics Institute
Department of Labor	University of Puerto Rico
Department of Sports and Recreation	

*C (1) (h) Implementing a Comprehensive Early Learning Assessment System*

Assessment protocols are essential for the implementation of quality early childhood education programs. Recommendations from the field and the professional literature indicate that early care and education programs should incorporate into their services, coherent systems of assessment organized to address the following purposes:<sup>9</sup>

- a. Screening - To identify potential problems in development and ensure development is on target;
- b. Instructional - To inform, support, and monitor learning;
- c. Diagnostic - To diagnose strengths and areas of need to support development, instruction, and/or behavior. To diagnose the severity and nature of special needs, and establish program eligibility;
- d. Program Evaluation/Accountability - To evaluate programs and provide accountability data on program outcomes for the purpose of program improvement.

Assessment is an on-going process to determine a child's strengths and needs. It also assesses the family's strengths, needs, resources, concerns, and priorities. Information from the assessment is used to determine strategies to support the development of the child within the context of the

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<sup>9</sup> "A Guide to Assessment in Early Childhood: Infancy to Age Eight" Office of the Superintendent of Public Instruction, Washington State 2008

classroom as well as his family, culture, and environment. Assessment is both a formal and informal process. The formal process includes the use of published developmental tests, checklists, or structured observational procedures. Informal assessment includes discussions with parents or caregivers and casual observation of children engaged in their daily tasks.<sup>10</sup>

PRDE has recently established an assessment system for the preschool level. Administrative Order 30 of 2013-2014 established two main mechanisms of preschool assessment: 1. Pre and Post Tests administered at the start and ending of the school year and 2. A periodic assessment is conducted by preschool teachers every ten (10) weeks to measure student progress and outcomes. The results of the assessment tools are discussed with parents periodically. Through the Preschool Development Grant Proposal implementation PRDE will strengthen its early learning assessment system. PRDE will identify existing strengths and weaknesses in the curriculum content and develop activities that facilitate the assessment of the students' learning and understanding. Assessment instruments will be put in place to evaluate those activities. The students' assessments data will be included in the Statewide Longitudinal Data System to facilitate evaluation and compliance with high quality standards. Teachers will also be trained on effective use of the assessment tools. Assessment tools used by other high quality service providers, like Head Start Programs, will be taken into consideration when selecting PRDE's new assessment tools (i.e. Teaching Strategies, GOLD, etc.)

*C (1) (i) Building preschool programs' capacity to engage parents*

The PRDE has several strategies to strengthen family engagement. One of the strategies is the program called Educational Resource Center for Mothers, Parents and Caregivers ("Centro de Recursos Educativos para Madres, Padres y Encargados" CREMPE, in Spanish) an initiative implemented through Title I funds. This resource center's main objective is to collaborate with the public policy of the agency to stimulate the participation of parents in school programs as a means to improve their children performance and academic achievement. Through Administrative Order 15 of 2013-2014 (See Evidence C (1) (i)), the integration of fathers, mothers and caregivers in

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<sup>10</sup> Head Start National Center on Quality Teaching and Learning: "Screening and Assessment in Head Start"  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eccd/Assessment/Screening/ScreeningandAss.htm>

the educational processes became a PRDE standard, establishing as a requisite that each school has to develop an action plan, to stimulate parent engagement with their children's school and education. It also created a Parents and Caregivers Council. PRDE's Early Childhood Program includes parent-teacher committees to enhance curriculum, environment and decision making processes for academic achievement.

Parent and family engagement in Head Start/Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. The PFCE Framework was developed in partnership with programs, families, experts, and the National Center on Parent, Family, and Community Engagement. It is a research-based approach to program change that shows how an agency can work together as a whole—across systems and service areas—to promote parent and family engagement and children's learning and development.<sup>11</sup> PFCE will be incorporated into PRDE strategies for family and community engagement.

*C (1) (j) Building State- and community-level support for High-Quality Preschool Programs*

Puerto Rico's Preschool Development Grant proposal seeks to actively engage a strong network of collaborators in order to establish a longitudinal continuum approach to learning and development from pregnancy to eight (8) years of age. The network will include public and private sector entities that provide services to children, families and communities within the two high need clusters. The following entities expressed their interest in potential collaborations for the provision of services, programs and activities through their existing programs and projects in the selected clusters. (See Evidence A- Letters of Support)

The PRDOH's Mother, Child and Adolescent Health Division (MCAH) will collaborate through the following family support programs with pregnant women, young children and their families:

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<sup>11</sup> "The Head Start Parent, Family and Community Engagement Framework: Promoting Family Engagement and School Readiness, From Prenatal to Age Eight", US Department of Health and Human Resources. Administration for Children and Families, Office of Head Start 2011

MCAH Home Visiting (HV) Program: A family centered, community based service provided by trained public health nurses (HVN) to high risk pregnant/post-partum women and their children up to two (2) years of age. The HVNs conduct a complete medical, psychological and environmental assessment; develop in direct collaboration with the family a service care plan; coordinate services through referrals to the entities in the community; offer health education on a wide array of topics; carry out formal risk assessments for smoking, alcohol, drug use and maternal depression; give breastfeeding counseling and promote an interconception period follow up of at least 24 months, among others.

MCAH Community Outreach: The Community Health Workers (CHWs) identify pregnant women and children cut off from the health care system, facilitate their enrollment into the government insurance plan (GIP) coordinate interagency services, provide courses on prenatal health and parenting, provide guidance on topics related to community needs, distribute educational materials, and identify existing barriers to access health services.

Through the collaboration with both MCAH programs, eligible pregnant women in the selected high need clusters will receive parenting workshops and will have access to other support services until her baby turns two (2) years old. (b)(4) selected high need municipalities have (b)(4) HVN and CHWs.

Home Visiting MIECHVP in MCAH: The MCAH Division received ACA funding to implement an Evidenced Based Maternal, Infant and Early Childhood Home Visiting Program (MIECHVP). “Familias Saludables Puerto Rico” MIECHV program’s purpose is to offer services to high risk pregnant women 21 years old or younger using Strength Based, Family Centered Partnerships, Relationships Based Interactions, Culturally Sensitive Practices and Integrated Parallel Process approaches. This program offers workshops on best practices for children development, supports prenatal and post-partum care; supports breastfeeding and immunizations. Participants learn about baby’s development and milestones, recommended activities to promote brain development according to the baby’s age, receive counseling on how to set goals, how to become self-sufficient, and receive referrals to community resources based on the participants needs. Through Healthy Families America (HFA) model and Growing Great Kids (GGK) curriculums, home visitors provide weekly home visits to offer family support, promote positive parenting behaviors and early

learning, healthy behaviors and family self-sufficiency, screen for high risk behaviors, developmental delays, child abuse and neglect and make appropriate referrals to community based resources. Coordination with the Departments of Education and Family will lead to referrals to Early Head Start/Head Start and preschool programs developed or enhanced through this grant. The two municipalities without MCAH' HVN in the grant will have MIECHVP program in 2015.

MCAH Early Intervention Program for Infant and Toddlers with Disabilities (Part C of IDEA)

“Avanzando Juntos” is a multidisciplinary, coordinated and family centered system that provides services to children 0 to 36 months that have developmental delays. Services are provided in natural environments where the child grows and develop. A close coordination is kept while early learning programs provide early intervention services. The Program focuses on enhancing the development of infants and toddlers (birth to age three) with disabilities to maximize their potential, recognizing the significant brain development that occurs during the child’s first three years of life while also enhancing the capacity of families to meet the special needs of their infants and toddlers. Thorough evaluations are performed for referral and treatment and careful attention is provided for the transition process to available preschool programs in collaboration with the PRDE. This component is essential for children with special health care needs and their educational development that will be collaborating with this grant.

MCAH PR- Early Childhood Comprehensive System Project (ECCSP) has a strategic plan aimed at pursuing the development of cross-service systems to support children 0-5 years to be healthy and ready to learn. It establishes collaboration with municipal administrations to implement Early Childhood Information Centers in (b)(4) local community libraries. Centers provide workshops to families of children 0-5 to increase their awareness of their children’s growth and development and provide them with information about best practices for early childhood parenting, health promotion and support services available in the community. A State Interagency Planning Committee supports the project. Collaboration with this early childhood care system will enhance the scope of work and information access for parents and families before reaching preschool. ECCS also promotes promote the importance of timely health screenings and the use of Ages and Stages Questionnaire (ASQ) among primary health providers. Highly reliable and valid, ASQ looks at strengths and trouble spots, educates parents about developmental milestones, and incorporates parents’ expert knowledge about their children.

The Department of Family (DF) is another government agency in close collaboration with this grant. Nido Seguro (Safe Nest) is a DF's home visiting program directed to pregnant adolescents from 10 to 14 years of age. This is similar to MCAH HVP that is currently serving (b) of the municipalities in the selected high need clusters: Humacao, Vieques, Culebra, Maunabo and Yabucoa. This program also offers comprehensive support to families enrolled.

The DF's REDES (NETS) Project (Network of Family Support and Community Living) is an innovative initiative to prevent family violence in high risk communities. A multidisciplinary group within the community works in a comprehensive manner with community leaders and diverse entities to support families' wellbeing. Among its priorities are single woman households or victims of domestic violence. The goals of the Program include: 1. Strengthen family connections; 2. Strengthen social interactions of families; 3. Promote healthy relationships through gender equality; 4. Guarantee families' access to basic services; 5. Improve family socioeconomic condition and self-sufficiency. REDES include communities of two selected municipalities in the high need clusters: Vieques and Humacao.

The DF's Administration for Integral Child Care and Development (ACUDEN) will be actively collaborating with the project. It is a Head Start/Early Head Start and Child Care Block grantee with many years of experience providing technical assistance for early childhood development and education. "SEREMOS GRANDES" (We Will Be Big) DF Project empowers family through Social Emotional Development workshops. This project trained approximately (b) incarcerated women who reside in the Half Way Home of the Department of Corrections and Rehabilitation.

Puerto Rico has a wide variety of non for profit entities that provide other early learning programs and resources to children, families and communities that offered support to this project:

Fondos Unidos-United Way (UW) is a private non-profit organization dedicated to strengthening social and health services in Puerto Rico with approximately (b) participating institutions and partners. UW's mission is to maximize resources and provide human and financial resources. UW offers services to family, shelters, through special and supplementary education services, recreational and character strengthening programs, mental and physical health services, drug and alcohol rehabilitation guidance, counseling, among others. UW community service entities will be

identified in each high need cluster and collaborative agreements will be established for the implementation of the Preschool Development Grant.

Proyecto NACER (BEEN BORN Project) is a community non-profit organization that serves pregnant teens and provides support to their families. Their project provides teens the opportunity to finish their high school diploma while their babies are cared for in a high quality center.

Centros Sor Isolina Ferré is a community based organization that provides alternative education and services in some of the selected high need municipalities. It administers (b)(4) early childhood development centers for children from three (3) months through six (6) years of age.

Instituto Nueva Escuela collaborates for the provision of Montessori alternative educational model in public schools around Puerto Rico. PRDE has established some Montessori preschool classrooms (“Casa de Niños”) in different counties, including the selected island municipalities of Vieques and Culebra. These centers will be evaluated and included in this grant.

Puerto Rico’s State Advisory Council is composed of eighteen (18) representatives from government agencies and private entities and it’s chaired by the Secretary of Family. Its mission is to align the early childhood system of services. The Council will provide ongoing advice to the Preschool Development Grant project.

*C (1) (k) Other activities that would support the delivery of High-Quality Preschool Programs*

Other activities that will support the delivery of High-Quality Preschool Programs to Eligible Children are included in the PRDE ESEA Flexibility Plan approved by the U.S. Department of Education in 2013. Schools in the selected high need clusters will receive special technical assistance support. The Flexibility Plan classifies schools as focus and priority. Priority schools include the top five percent (5%) of schools with the lowest academic achievement based on the results of Puerto Rican Tests of Academic Achievement (PPAA) and Puerto Rican Tests of Academic Achievement with Special Education Students (PPEA). Focus schools include the top ten percent (10%) of schools with the widest gap between students in the upper and lower quarter for each sub group of students and all subgroups of students. These schools receive direct services through a Network of Diversified Support (“Red de Apoyo Diferenciado”, RAD in Spanish). The

support services include: specialized coaching to school directors, integration of teachers, parents and caregivers, group meetings with the school community, technological access and didactic materials.

The commitment and capacity to support a radical change in these schools should be demonstrated through active participation and collaboration of the community, service providers and schools. Quality of support services and processes offered in a cohesive and comprehensive manner will enhance success, sustainability and will also increase academic achievement of students from preschool to 12<sup>th</sup> grade, including students of special education and those with Spanish language limitations (SLP).

C (2) Implement a system for monitoring and supporting continuous improvement for each sub grantee

C (2) (a) Capacity to measure preschool quality

As part of Puerto Rico's Preschool Development Grant Program, direct services will be provided in the most part by Head Start Programs who will be our sub grantees. Head Start has in place a strong and ongoing monitoring component. The Head Start Monitoring Protocol is an instrument used to gather data during on-site monitoring reviews. The protocol measures seven (7) areas of grantee performance and contains key indicators that are used to assess each grantee. Data gathered about grantees during monitoring reviews is used by the Office of Head Start to evaluate multiple levels of performance, including determining program strengths, concerns, noncompliance, and deficiencies.

The Protocol organizes selected program Performance Standards, the Head Start Act, and fiscal regulations into seven (7) content areas<sup>12</sup>: 1) Program Governance (GOV); 2) Management Systems (SYS); 3) Fiscal Integrity (FIS); 4) Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA); 5) Child Health and Safety (CHS); 6) Family and Community Engagement (FCE) 7) Child Development and Education (CDE).

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<sup>12</sup> FY 2014 Office of Head Start Monitoring Protocol

The Protocol demonstrates the compliance level within the program regulations known as Head Start Performance Standards (45 CFR 1301-1310). The preschool services offered under Puerto Rico's Preschool Development Grant will be provided by sub grantees that offer High Quality Preschool services such as Head Start Program providers. Every Head Start grantee must comply with the self-evaluation process, develop correction plans according to the monitoring results. The Head Start Monitoring Protocol will be used as an ongoing monitoring tool to measure compliance by Preschool Development Grant sub grantees.

It is also important to mention Head Start Program requires grantees to perform an annual parent satisfaction survey. Puerto Rico's Preschool Development Grant sub grantees will be required to use parent surveys and ongoing conversations with families to reflect on staff relationships with families and identify areas for improvement and measure continuous improvement.

#### *C (2) (b) Use of a Longitudinal Data System*

PRDE has already initiated the development of a Statewide Longitudinal Data System. This System will provide data on the path of the student population and will observe the transition processes through a continuum of development and learning. It is a great tool to further develop education policies. Through Puerto Rico's Preschool Development Grant PRDE will expand its existing Statewide Longitudinal Data System starting in preschool and continue following students up to their insertion to the workforce.

The System will provide each student a unique identification number that will facilitate access to data while complying with existing privacy and confidentiality statutes. It will also support all government agencies, school districts, schools, higher education institutions and all stakeholders in developing effective policy measures to improve student performance and reduce academic gaps.

Also Puerto Rico's Early Childhood Longitudinal Data Study, Pre-k Class of 2015-2019 (ECLS-PK) will focus on children's early school experiences beginning in preschool and following children through the third grade. The ECLS-PK data will provide detailed information on children at school entry, their transition process and their progress through third grade. The comprehensive nature of the ECLS-PK will enable stakeholders and researchers to study how a wide range of

factors including family and community circumstances are associated with school performance. In addition, through Puerto Rico's Preschool Development Grant, PRDE will incorporate health and socio economic data starting from the child's birth up to preschool entry through partnering agencies (Department of Health, WIC Program and Department of Family). This strategy provides an effective tool to increase the project's scope and strengthens Puerto Rico's efforts to align the early childhood system of services and create an effective continuum of early childhood programs.

The longitudinal data system's ultimate goal is to enhance education policy and strengthen administrative decisions with hard data pertaining to a student's achievement over time. It also aims to establish the necessary organizational, political, procedural, systemic, and human resource's mechanisms necessary to perpetuate its use by stakeholders at all levels (central, regional, district, and school levels).

The following steps will be taken in order to effectively implement the described longitudinal data system through the Preschool Development Grant:

- Effectively implement the recently developed K-12 portion of the system to guarantee is a full-fledged statewide longitudinal data system;
- Establish and sustain an effective K-12 data governance system to guarantee information reliability;
- Uniformly implement an information-based education performance management culture among vested stakeholders;
- Expand the system to include preschool children; and
- Strengthen the comprehensive nature of the system through health and socio economic data provided by partnering agencies.

Staff in schools and PRDE will be trained through data driven workshops within their CSP and will be able to use the longitudinal data system for their improvement or action plans. Schools may also identify a need for additional training on data driven decision making as a result of performed assessments. These workshops will be planned and delivered through collaboration between schools and district level staff. High education institutions and other providers will also support these training efforts. This will allow PRDE to empower staff and guarantee that all educators make decisions that are data driven. The training will be performed taking into consideration existing needs and constraints surrounding teacher time.

### C (2) (c) Measurable Outcomes

Schools can improve the readiness of young children by making connections with local child care providers and preschools and by creating policies that ensure smooth transitions to kindergarten. Children entering kindergarten vary in their early experiences, skills, knowledge, language, culture and family background. “Schools must be ready to address the diverse needs of the children and families in their community and be committed to the success of every child. Increasingly, state policymakers are asking for results-based accountability in making their funding decisions. While policymakers may recognize the importance of early learning and school readiness, they also need measurable indicators that enable them to track progress. The school readiness indicators that are included in this proposal were selected because they have the power to inform state policy action on behalf of young children. They emphasize the importance of physical health, economic well-being, child development and supports for families” (Getting Ready, 2005).<sup>13</sup>

There is consensus, based upon a wealth of research, that a child’s readiness for school should be measured and addressed across five distinct but connected domains:

- Physical Well-Being and Motor Development.
- Social and Emotional Development.
- Approaches to Learning.
- Language Development.
- Cognition and General Knowledge.

While separate and distinct, these domains interact with and reinforce each other. The need for children to develop across all five domains is supported by kindergarten teachers. They agree that physical well-being, social development, and curiosity are very important for kindergarten readiness. In addition, teachers want kindergartners to be able to communicate needs, wants, and thoughts and to be enthusiastic and curious when approaching new activities. Teachers also place significant importance on skills such as the ability to follow directions, not being disruptive in class, and being sensitive to other children’s feelings (Getting Ready, 2005).

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<sup>13</sup> “Getting Ready: Findings from the National School Readiness Indicators Initiative, A 17 State Partnership”, Rhode Island Kids Count, 2005

PRDE adopted the pre and post -test methodology to evaluate students. These tests are administered in August and May respectively. Based on “The Head Start Child Development and Early Learning Framework” and PRDE’s pre and posttest methodology the following measurable outcomes will be used by Puerto Rico’s Preschool Development Grant Program (See Evidence C (2) (c)):

<b>I. Measurable Outcome: Ready Children- Physical and Motor Development</b>	
<b>Indicators</b>	Percent of children with age appropriate fine motor and gross motor skills such as: Write letters; Write syllables; Write words; Write their name; Cut with precision; Cut using scissors; Follow instructions; Coloring; Use of pencil
<b>Resources</b>	<p>Aligned integrated curriculum that addresses the essential domains of school readiness as established by the Head Start Child Development and Early Learning Framework and PRDE’s Early Childhood Program.</p> <p>Pre and posttest; Observation Scale; Formative assessment ( Every ten weeks);Authentic assessment; Data base (decision making)</p> <p>Teaching strategies GOLD- Aggregate and analyze aggregated child-level assessment data at least three times per year (except for programs operating less than 90 days, which will be required to do so at least twice within the operating program period) and use that data in combination with other program data to determine grantees progress toward meeting its goals, to inform parents and the community of results, and to direct continuous improvement related to curriculum, instruction, professional development, program design and other program decisions (45 CFR Chapter XIII 1307.3 (2)(i), as amended).</p> <p>Preschool Data Base (Evidence based)</p>

<b>II. Measurable Outcome: Approaches to Learning</b>	
<b>Indicators</b>	% of kindergarten students with moderate to serious difficulty following directions: Follow the teacher’s interview- What is your name? Identify the name of the members of the family Creative art stations- Curiosity
<b>Resources</b>	Aligned integrated curriculum that addresses the essential domains of school readiness as established by Head Start Child Development and Early Learning Framework and PRDE’s Early Childhood Program. Pre and posttest; Observation Scale; Formative assessment; Authentic assessment; Teaching strategies GOLD; Preschool Data Base (Evidence based)
<b>III. Measurable Outcome: Language Development</b>	
<b>Indicators</b>	% of children almost always recognizing the relationships between letters and sounds at kindergarten entry. Follow the sequence in a story: Unit themes, phonological awareness, alphabet knowledge, early writing
<b>Resources</b>	Aligned integrated curriculum that addresses the essential domains of school readiness as established in the Head Start Child Development and Early Learning Framework and PRDE Early Childhood Program. Pre and posttest; Observation Scale; Formative assessment; Authentic assessment; Teaching strategies GOLD; Preschool Data Base (Evidence based)
<b>IV. Measurable Outcomes: Logical Mathematical Development</b>	
<b>Indicators</b>	Use the time, using the clock, geometric visual concept, count the numbers from 1 through 50; Identify and write the numbers from 1 through 50; Measure, coins, add and subtract, equivalent concepts
<b>Resources</b>	Aligned integrated curriculum that addresses the essential domains of school readiness as established in the Head Start Child Development and Early Learning Framework and PRDE Early Childhood Program. Pre and posttest; Observation Scale; Formative assessment; Authentic assessment; Teaching strategies GOLD; Preschool Data Base (Evidence based)

<b>V. Measurable Outcome: Cognitive Development</b>	
<b>Indicators</b>	Logic and reasoning; Knowledge and skills; Science knowledge Social studies knowledge
<b>Resources</b>	Aligned integrated curriculum that addresses the essential domains of school readiness as established in the Head Start Child Development and Early Learning Framework and PRDE Early Childhood Program.  Pre and posttest; Observation Scale; Formative assessment; Authentic assessment; Teaching strategies GOLD; Preschool Data Base (Evidence based)
<b>VI. Measurable Outcome: Socio emotional Development</b>	
<b>Indicators</b>	Social relationships; Self-concept; Emotional and behavior health
<b>Resources</b>	Aligned integrated curriculum that addresses the essential domains of school readiness as established in the Head Start Child Development and Early Learning Framework and PRDE Early Childhood Program.  Pre and posttest; Observation Scale; Formative assessment; Authentic assessment; Teaching strategies GOLD; Preschool Data Base (Evidence based)
<b>VII. Measurable Outcome: Ready Families</b>	
<b>Indicators</b>	<b>Mother's Education Level</b> ;% of births to mothers with less than a 12th grade education  <b>Births to Teens</b> ; # of births to teens ages 15-17 per 1,000 girls; Child Abuse and Neglect; Rate of substantiated child abuse and neglect among children birth to age 6  <b>Children in Foster Care</b> ; % of children birth to age 6 in out-of-home placement (foster care) who have no more than two placements in a 24-month period
<b>Resources</b>	Longitudinal Data Base; Family interview; Center for Victims of Rape (CAAV-Department of Health ); Longitudinal Data Base

<b>VIII. Measurable Outcome: Ready Services – Health and health Insurance</b>	
<b>Indicators</b>	<p>Young Children in Poverty; % of children under age 6 living in families with income below the federal poverty threshold; Supports for Families with Infants and Toddlers; % of infants and toddlers in poverty who are enrolled in healthcare; % of children under age 6 without health insurance</p> <p>Low Birth weight Infants; % of infants born weighing under 2,500 grams (5.5 pounds) Access to Prenatal Care; % of births to women who receive late or no prenatal care Immunizations; % of children ages 19-35 months who have been fully immunized</p>
<b>Resources</b>	Birth certificate; Longitudinal Data Base
<b>IX. Measurable Outcome: Ready Services – Early Care and Education</b>	
<b>Indicators</b>	<p>% of 3- and 4-year-olds enrolled in a center-based early childhood care and education program (including child care centers, nursery schools, preschool programs, Head Start programs, and pre-kindergarten programs for the territory)</p> <p>Early Education Teacher Credentials; % of early childhood teachers with a bachelor’s degree and specialized training in early childhood. Accredited Child Care Centers; % of child care centers accredited by the National Association for the Education of Young Children (NAEYC) and by state licensing agency (ACUDEN); % of family child care homes accredited by Department of Family Access to Child Care Subsidies;</p> <p>% of eligible children under age 6 receiving child care subsidies. Average teacher/child ratio in K-1 classrooms. Fourth Grade Reading Scores; % of children with reading proficiency in fourth grade as measured by the state’s proficiency tests</p>
<b>Resources</b>	<p>Early learning training available to staff across program options and settings.</p> <p>Individualized Wellness Plan that promotes healthy development for every child.</p> <p>Parent partnership process that promotes an understanding of their child’s progress, provides support, and encourages learning and leadership.</p> <p>Learning community among staff to promote innovation, continuous improvement, and integrated services across education, family services</p>

### C (3) Measure the outcomes of participating children

The PRDE Early Education Program has developed an assessment tool known as “Observation Scale” (See Evidence C (2) (c)). This tool includes a checklist for all five domains examinations. Two central purposes to assessing child outcomes are: to report on the overall levels of progress of children and to provide assessment information that is useful to teachers. The new Longitudinal Statewide Data System should reinforce what good teachers are already doing on a daily basis observing and assessing children's progress to help make instructional decisions. Finding out what a child knows and is able to do helps teachers plan new experiences to advance learning. The assessment should fit into daily routines, to provide a common approach to documenting progress of children, and to assist teachers in promoting progress.<sup>14</sup>

School readiness for Puerto Rico’s Preschool Development Grant proposal will be based on the National Research Council’s recommendations for best practices and the “Ready Child Equation” established in “Getting Ready: Findings from the National School Readiness Indicators Initiative”. School Readiness seeks to guarantee children’s success in early educational stages. The five domains are:

- **Approaches to Learning:** refers to children’s disposition to use skills and knowledge. Key components include enthusiasm, curiosity, and persistence on task.
- **Language Development:** includes communication and emergent literacy. Communication includes listening, speaking, and vocabulary. Emergent literacy includes print awareness, story sense, early writing, and the connection of letters to sounds.
- **Social and Emotional Development:** combines two interrelated components affecting children’s health and learning. Social Development refers to children’s ability to interact with others and their capacity for self-regulation. Emotional Development includes children’s perceptions of themselves, their abilities to understand the feelings of other people, and their ability to interpret and express their own feelings.

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14 Head Start National Center on Quality Teaching and Learning “Five Steps to Assessing Child Outcomes”

- **Physical Well-Being and Motor Development:** covers health conditions, growth, physical abilities, such as gross and fine motor skills, and conditions before, at, and after birth.
- **Cognition and General Knowledge:** refers to thinking and problem solving as well as knowledge about particular objects and the way the world works. Mathematical knowledge, abstract thought, and imagination are included.

**Kindergarten Entry Assessment** PRDE Early Childhood Program’s assessments involve an information gathering process about children in an attempt to better understand and support learning and development. The goal is to assess young children’s behaviors, skills, competencies and preferences. Assessments’ results provide details of what youngsters know and can do. PRDE has developed different activities that promote smooth and organized transitions before the student begins the school year. According PRDE’s Federal Affairs Office the monitoring reviews conducted in 2013 revealed that 85% of schools demonstrated effective transitions for children entering Kindergarten from Head Start Programs or other private preschool programs.

In March 2013, Head Start’s National Center on Quality Teaching and Puerto Rico’s Head Start State Collaboration Office held a “Transition Summit” to discuss best practices for school transitions. Preschool and kindergarten teachers, school districts representatives and Head Start staff participated of the Summit and were able to identify strengths and challenges. Among the challenges identified is the need for face to face meetings between Head Start and school personnel and more transitions activities held in collaboration the semester before the child enters school.

The list of transition activities that take place when the child enters kindergarten include:

- Communication and coordination between Head Start Program’s social workers and PRDE school staff;
- School cafeteria visits on the semester before graduating Head Start;
- Integrating parents into the process by holding meetings and workshops with representatives from Head Start and PRDE teachers and staff.

Administrative Order Number 6 of 2013-2014 establishes PRDE transition procedures and the importance of conducting outreach and promoting available school services. Once the child enters kindergarten two different tests are administered: Observation Scale and Kindergarten Diagnostic

Test. Teachers submit the results of both tests and upload them to Google Site [kindergartenpuertorico.com](http://kindergartenpuertorico.com).

In the first year of Puerto Rico Preschool Development Grant Project's implementation, a preschool assessment tool will be incorporated following National Research Council Report on early childhood assessments recommendations.<sup>15</sup> Teachers and staff will be trained on the new assessment tool and results will be part of the Statewide Longitudinal Data System. This will provide support learning and instruction, will help identify children who may need additional services, identify trends in the selected high need clusters, foster effective program evaluation and accountability. To guarantee program quality, preschool classrooms in the selected high need clusters will be part of the TQRIS "PASITOS". By the end on the first year of the Preschool Development Grant Program all participating preschool classrooms will be rated as high quality programs.

Regarding teacher's evaluation, PRDE recently adopted an assessment model that complies with Elementary and Secondary Education Act (ESEA) flexibility plan. This tool will measure teacher performance and related behavior. PRDE is committed to developing, adopting, piloting, and implementing, teacher evaluation and support systems that:

1. Use the appropriate developments strategies for early childhood;
2. Use high quality professional standards by which educators will be evaluated;
3. Use diagnostic, formative, and summative evaluation processes that will provide information to guide and improve instruction;
4. Use a rating scale consisting of four performance levels for teachers;
5. Use multiple measures of educator effectiveness that include student achievement and growth;
6. Include regular evaluations with cycles that are, differentiated for new and experienced educators;
7. Provide timely feedback and focused professional development opportunities aligned with performance evaluations' results, paying specific attention to the needs of educators;
8. Use the evaluations' results to make informed decisions as established in PRDE relevant guidelines.

#### **D. Expanding High-Quality Preschool Programs in High-Need Communities**

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<sup>15</sup> "Early Childhood Assessment: Why? What? And How?", National Research Council of the National Academies, 2008

## D (1) High-Need Communities in Puerto Rico: Context and Conditions at Birth

There is a long-standing body of research analyzing the relationship between socioeconomic status (SES), neighborhood characteristics and child development. Although there is little agreement regarding measurements, methods and interpretation, “there is near universal agreement that higher SES children have access to more of the resources needed to support their positive development than do lower SES children (Bornstein & Bradley, 2012).”<sup>16</sup> The causality and the dynamic relationships between context, parenting and development are complex, but evidence suggests a child’s access to human, social and financial capital through their parents and neighborhoods influences physical and mental health, educational development and relationships on the short and long run.<sup>17</sup> Moreover, poverty tends to persist both across generations and over a person’s lifespan; thus, being poor as a child is associated with living in poverty later in life.<sup>18</sup> However, well-supported socially disadvantaged families have greater chances of overcoming the seemingly inevitable persistence of the poverty cycle within families. Namely, we can close the gap; we can hope that quality services will make the difference for our children.

As policy-makers we seek to improve children’s well-being, both because it is their right to enjoy a high level quality of life and because of the implications that a lack of access to high-quality health and educational services can have on their futures. In the sections that follow the extent to which the proposal will serve High-Need Communities will first be contextualized through a comparison between Puerto Rico, high poverty states and the United States as a whole. The next section offers a description of two indices constructed for the selection of High-Need Communities in Puerto Rico, based on socioeconomic conditions and conditions at birth, both of which measure risk factors for child development. Finally, an in-depth description of existing conditions within the two High-Need Communities Clusters will be offered.

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16 Bornstein, MH and Bradley, RH. (2012). ‘Socioeconomic Status, Parenting, and Child Development: An Introduction’. In *Socioeconomic Status, Parenting, and Child Development* edited by Bornstein & Bradley. Routledge: New York, NY.

17 For more information see: American Psychological Association. (2014). ‘Children, Youth and Families & Socioeconomic Status Factsheet’. Retrieved at: <http://www.apa.org/pi/ses/resources/publications/factsheet-cyf.pdf>, on October 12, 2014. For a detailed list of references for SES Factsheets visit: [http://www.apa.org/pi/ses/resources/publications/factsheet\\_references.aspx](http://www.apa.org/pi/ses/resources/publications/factsheet_references.aspx).

18 Wagniller, R.L. and Adelman, R.M. (2009). *Childhood and Intergenerational Poverty: the Long-Term Consequences of Growing up Poor*. National Center for Children in Poverty, Columbia School of Public Health: New York, NY.

*Puerto Rico in Perspective: Extreme Poverty, Education and Children*

In demographic terms, according to the 2012 American Community Survey (ACS 2012)<sup>19</sup> by the US Census, Puerto Rico had a population of 3,678,464 people. In **Table 1**, selected socioeconomic characteristics of the population are presented, alongside those of the District of Columbia, Louisiana, Mississippi, and New Mexico, all of which have endured some of the highest levels of poverty in the continental United States. The US rates are included and used as a point of reference in calculating standardized values.

At forty-seven percent (47%), the labor participation rate in Puerto Rico is only seventy-two percent (72%) that of the US rate and twelve (12) percentage points lower than Mississippi's rate. More than half of households had an income lower than \$19,515.00 per year, which corresponds to thirty-seven percent (37%) of the US median income of \$52,046. In terms of Educational Attainment, the proportion of people aged twenty-five (25) years and older with a university degree is similar to that of the US at rates of twenty-three (23%) and twenty-six percent (26%), respectively. Notwithstanding, the proportion of people in that age group that do not even have a high-school diploma is thirty percent (30%), which is nearly twice the US rate.

**Table 1: Selected Socioeconomic Characteristics of the Population Compared**

Geography	In labor force		Median household income		Mean household income		Per capita income		Population older than 25 yrs. with less than a High-school diploma		Population with a Bachelor's degree or higher	
	(%)	std.*	(%)	std.	(%)	std.	(%)	std.	(%)	std.	(%)	std.
District of Columbia	68%	1.05	\$64,267	1.21	\$99,511	1.36	\$45,004	1.60	14%	0.86	29%	1.11
Louisiana	62%	0.96	\$44,673	0.84	\$62,369	0.85	\$24,264	0.86	13%	0.75	51%	2.00
Mississippi	59%	0.91	\$38,882	0.73	\$54,176	0.74	\$20,670	0.74	18%	1.07	21%	0.84
New Mexico	61%	0.95	\$44,886	0.85	\$61,477	0.84	\$23,749	0.85	19%	1.14	20%	0.78
United States	65%	1.00	\$53,046	1.00	\$73,031	1.00	\$28,051	1.00	17%	1.00	26%	1.00
<b>Puerto Rico</b>	<b>47%</b>	<b>0.72</b>	<b>\$19,515</b>	<b>0.37</b>	<b>\$30,270</b>	<b>0.41</b>	<b>\$10,850</b>	<b>0.39</b>	<b>30%</b>	<b>1.83</b>	<b>23%</b>	<b>0.88</b>

\* Values standardized for US rate = 1.00

<sup>19</sup> Data from the 2012 American Community Survey by the US Census will be used throughout the analysis unless otherwise specified.

The figures on Poverty reflect the low levels of Educational Attainment, Labor Participation and incomes described above. In Puerto Rico, forty-five percent (45%) of the population lives below the poverty level and twenty-five percent (25%) live in Extreme Poverty<sup>20</sup>. By comparison, the proportions of people living in Poverty and Extreme Poverty in the US were fifteen (15%) and six point six (6.6%) percent respectively.

As can be seen in **Table 2**, Puerto Rico’s poverty rates are significantly higher than the rates of US states with the highest levels of poverty. While the state with the highest levels, Mississippi, has poverty and extreme poverty rates that are 1.5 and 1.4 that of the US rates, rates in Puerto Rico are 3 and 3.8 times that of the United States. Puerto Rico’s Extreme Poverty rate is in fact more than twice the District of Columbia’s rate, which at eleven percent (11%) is the highest in the continental US, among the geographies considered.

**Table 2: Poverty Rates Compared**

Geography	Individuals with incomes below 50% of the poverty threshold		Individuals with incomes below the poverty threshold		Individuals with incomes below 200% the poverty threshold		Families with children living under the poverty level		Single Mothers with children living under the poverty level	
	(%)	std.*	(%)	std.	(%)	std.	(%)	std.	(%)	std.
District of Columbia	11%	1.59	19%	1.23	32%	0.96	22%	1.30	37%	0.95
Louisiana	8.1%	1.23	19%	1.25	39%	1.17	22%	1.26	47%	1.20
Mississippi	9.4%	1.43	22%	1.47	46%	1.36	27%	1.54	51%	1.31
New Mexico	8.4%	1.27	20%	1.30	42%	1.25	23%	1.34	43%	1.09
United States	6.6%	1.00	15%	1.00	34%	1.00	17%	1.00	39%	1.00
<b>Puerto Rico</b>	<b>25%</b>	<b>3.80</b>	<b>45%</b>	<b>3.01</b>	<b>73%</b>	<b>2.18</b>	<b>51%</b>	<b>2.96</b>	<b>68%</b>	<b>1.74</b>

\* Values standardized for US rate = 1.00

Similarly, Child Poverty rates (**Table 3**) in Puerto Rico are significantly higher. The United States ranks sixth highest among member states of the Organization for Economic Cooperation and Development (OECD)<sup>21</sup> with a child poverty rate of 21%, comparable to that of Bulgaria. Notwithstanding, at fifty-seven percent (57%) Puerto Rico’s Child Poverty Rate is 2.8 times that of the US. It is also twenty-five percent (25%) higher than that of Mississippi, the geography with

20 The threshold for extreme poverty is defined as fifty percent (50%) of the poverty level.

21 Surpassed only by Chile, Mexico, Romania, Turkey and Israel. Indeed, fifteen (15) out of the thirty-four (34) member states have child poverty rates lower than ten (10) percent, and the OECD average is thirteen (13) percent. For more detailed information see: OECD Family Database ([www.oecd.org/social/family/database](http://www.oecd.org/social/family/database)); OECD. (2009). ‘Comparative Child Well-being across the OECD’. Chapter 2 in *Doing Better for Children*. Pp. 21-63.

highest rate among those considered. Children from zero to five (0-5) years old have an even higher likelihood of being poor, with sixty percent (60%) living under the poverty level, which is the equivalent of two and a half times that of the US's rate of twenty-three percent (23%) and just under twice that of Mississippi's rate of thirty-five percent (35%).

**Table 3: Child Poverty Rates Compared**

Geography	Families with children living under the poverty level		Single Mothers with children living under the poverty level		Children living under the poverty level		Children 0-5 years living under the poverty level	
	(%)	std.	(%)	std.			(%)	std.
District of Columbia	22%	1.3	37%	0.95	29%	1.40	26%	1.13
Louisiana	22%	1.26	47%	1.2	26%	1.28	30%	1.27
Mississippi	27%	1.54	51%	1.31	32%	1.55	35%	1.51
New Mexico	23%	1.34	43%	1.09	27%	1.34	32%	1.34
United States	17%	1.00	39%	1.00	21%	1.00	23%	1.00
<b>Puerto Rico</b>	<b>51%</b>	<b>2.96</b>	<b>68%</b>	<b>1.74</b>	<b>57%</b>	<b>2.76</b>	<b>60%</b>	<b>2.54</b>

\* Values standardized for US rate = 1.00

*Composite Needs Index: Identifying High-Need Communities in Puerto Rico*

Seventy-three percent (73%) of Puerto Ricans live under two-hundred percent of the poverty level (Table 2), and according to Kids Count Data<sup>22</sup> the proportion of children living in households with twice the poverty threshold is eighty-two percent (82%), up two points in the past four years. Consequently, although the vast majority of children in Puerto Rico fulfill the grant's *eligibility criteria*, any serious and ambitious attempt at significantly improving the continuum of services during early childhood must be directed at the communities with the highest need.

To this end, two indices measuring socioeconomic conditions and conditions at birth were calculated for Puerto Rico's seventy-eight (78) counties. The indices aim to identify risk factors, namely variables which "temporally precede the negative outcome with which it is associated and must have a meaningful association with that outcome (Kramer et al, 1997)."<sup>23</sup> The analysis does not make any specific assumptions regarding the causal relationships between socioeconomic

22 Kids Count Data Center can be accessed via: <http://datacenter.kidscount.org/>.

23 As cited in Owens, E.B. & Shaw, D.S. (2003). "Poverty and Early Childhood Adjustment. In: *Resilience and Vulnerability: Adaptation in the Context of Childhood Adversities* edited by Luthar, S.S.. Cambridge University Press: Boston, MA.

conditions and conditions at birth with parenting, family dynamics and child development. It does not posit more value on any theory regarding how or why these conditions affect our children either. Rather it is guided by empirical literature insofar as it uses variables found to have a negative impact on children’s well-being and their long-term outcomes, thus providing a measure of communities with the greater need for intervention through the *Preschool Development Grant*.

**Table 4: Socioeconomic Conditions Index Variables**

Axis	Variable	Source	years
<b>Poverty</b>	<b>Children (0-5 years) in households with incomes below the poverty threshold*</b>	American Community Survey (ACS)	2008-2012 <sup>^</sup>
	<b>Individuals with incomes below 50% of the poverty threshold</b>	ACS	2008 - 2012
	Individuals with incomes below 200% the poverty threshold	ACS	2008 - 2012
	Individuals with incomes below the poverty threshold	ACS	2008 - 2012
<b>Public Assistance Programs</b>	Families receiving cash public assistance	ACS	2008 - 2012
	<b>Families receiving Food Stamps</b>	ACS	2008 - 2012
<b>Educational Attainment</b>	Population without high school diplomas	ACS	2008 - 2012
	Population with high school diplomas	ACS	2008 - 2012
	Population with Bachelor’s degrees	ACS	2008 - 2012
	Population with Postgraduate degrees	ACS	2008 - 2012
	<b>Population with University Degrees</b>	ACS	2008 - 2012
<b>Public Safety</b>	<b>Felonies (per 1,000 hab)</b>	Puerto Rico Police Department	2008-2013
	Aggravated Assault (per 1,000 hab)	Puerto Rico Police Department	2008-2013
	Murders per 1,000 hab	Puerto Rico Police Department	2008-2013
<b>Children's Well-being</b>	<b>Child maltreatment as a proportion of minors (%)</b>	Puerto Rico Department of Families	2007 -2012

*\*Selected variables appear in bold.*

*<sup>^</sup>Five year estimates used for county data in order to minimize small-geography distortions.*

Fifteen (15) variables measuring socioeconomic conditions along five (5) axes, were considered for inclusion in the socioeconomic conditions index. The final six (6) variables included were selected: (1) to identify conditions that require an immediate policy response, and (2) on the basis of their use in studies on socioeconomic conditions and well-being. The variables simultaneously offer an aggregate measurement of individual outcomes for the communities’ needs assessment, and provide a measurement to evaluate of the context in which the children grow and develop.

Child Poverty rates allow us to identify the proportion of eligible children, and they are “a strong predictor of future poverty status (Ratliffe & McKernan, 2010).”<sup>24</sup> In turn, the proportion of people living with incomes below fifty percent (50%) of the poverty level and the proportion of people receiving food stamps were chosen in order to identify communities with extreme and persistent poverty, both of which are related to worse outcomes later in life.<sup>25</sup> In turn, the proportion of people over twenty-five (25%) without university degrees is used as an inverse measurement of human capital in the community. Human capital refers to the skills and knowledge accumulated by an individual and/or community, which helps increase productivity and wealth.<sup>26</sup> The inverse measurement reflects the lack of access of these resources, which has potential implications on children’s development,<sup>27</sup> both directly and through resulting levels of social capital.

Crime rates, measured as Felonies per one thousand inhabitants, is used to measure levels of community violence, a problem that is both pervasive in Puerto Rico and shows a high degree of variation among counties.<sup>28</sup> The aggregate measure of Type I crime is used because communities that experience a higher concentration of a certain variant and those with similar rates for different types are considered to have an equal level of community violence for the purposes of the analysis. Community violence, interpersonal acts of violence perpetrated by individuals not intimately related to the victim, is believed to cause stress and worry to families in those communities. In children, it is thought to lead “to lasting physical, mental, and emotional harm, whether the child

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24 Ratliffe, C. and McKernan, S-M. (2010). ‘Child Poverty Persistence: Facts and Consequences’. *Perspectives on Low-Income Working Families*. The Urban Institute: Brief 14, June 2010.

25 Studying ethnicity, socioeconomic status and parenting, Hill (2006) finds that ‘poverty may have a more significant role than ethnicity or culture in understanding the development of adolescents’ career goals and perceived barriers (p.119). See: Hill, N. (2006). ‘Disentangling ethnicity, socioeconomic status and parenting: Interactions, influences and meaning’. *Vulnerable Children and Youth Studies*. 1(1): Pp.114-124.

26 The OECD defines Human capital as the “knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being.” OECD. (2007). *Human Capital: How what you know shapes your life*. OECD Insights. Accessed at: <http://www.oecd.org/insights/humancapital>, on October 4, 2014.

27 Educational Attainment is the most common measurement of SES used in the journals analyzed by: Ensminger, M.E. and Fothergill, K.E. (2012). ‘A Decade of Measuring SES: What it Tells US and Where to go From Here’. In *Socioeconomic Status, Parenting, and Child Development* edited by Bornstein & Bradley. Routledge: New York, NY. Pp. 13-27.

28 In our sample of felonies at a county level for six years (2008-2013) the minimum values are between twelve and seventeen percent (12-17%) that of the maximum values. Minimum values are between thirty and forty percent (30-40%) of the mean, and maximum values between 2.3 and 2.6 times the mean.

is a direct victim or a witness.”<sup>29</sup> Indirect exposure is believed to affect a child’s cognitive and concentration abilities,<sup>30</sup> and to alter a child’s views of the world and their relationship to it.”<sup>31</sup>

Finally, rates of Child Maltreatment are used to identify current well-being of children in their communities, as well as being used as a risk factor for future psychological, social and behavioral problems.<sup>32</sup> According to the US Administration for Children and Families, is specifically believed to impact child development by negatively affecting “brain and cognitive development, attachment, and academic achievement.”<sup>33</sup> Chosen variables were submitted to correlation tests in order to ensure they measure a common process or set of conditions and standardized into z-scores.<sup>34</sup> The z-scores for each variable were then added to calculate the value of the socioeconomic index for each county in Puerto Rico.

The results are shown in **Map 1**, with the high, very high and highest need categories representing the top twenty-three (23) municipalities. The Highest-Need Category represents the top eight (8) municipalities and those classed as Lowest-Need represent the bottom eight (8). Lowest-Need on the basis of this index surrounds the San Juan Metro Area, with a band extending along the North coast. Concentration of Highest-Need counties is found in the North-Central mountainous region and the South-East coast including the island municipalities of Vieques and Culebra.

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29 See the Childtrends Data Bank (2012) Children and Exposure to Violence at: [http://www.childtrends.org/wp-content/uploads/2012/07/118\\_Exposure\\_to\\_Violence.pdf](http://www.childtrends.org/wp-content/uploads/2012/07/118_Exposure_to_Violence.pdf) , retrieved on October 2, 2014.

30 Sharkey, P. T., Tirado-Shaver, N., Papachristos, A. V., & Raver, C. C. (2012). American Journal of Public Health, 102(12), 2287-and Sharkey, P. (2010). ‘The acute effect of local homicides on children’s cognitive performance’. *PNAS*, 107(26), 11733-11738, as cited in Childtrends Data Bank (2012).

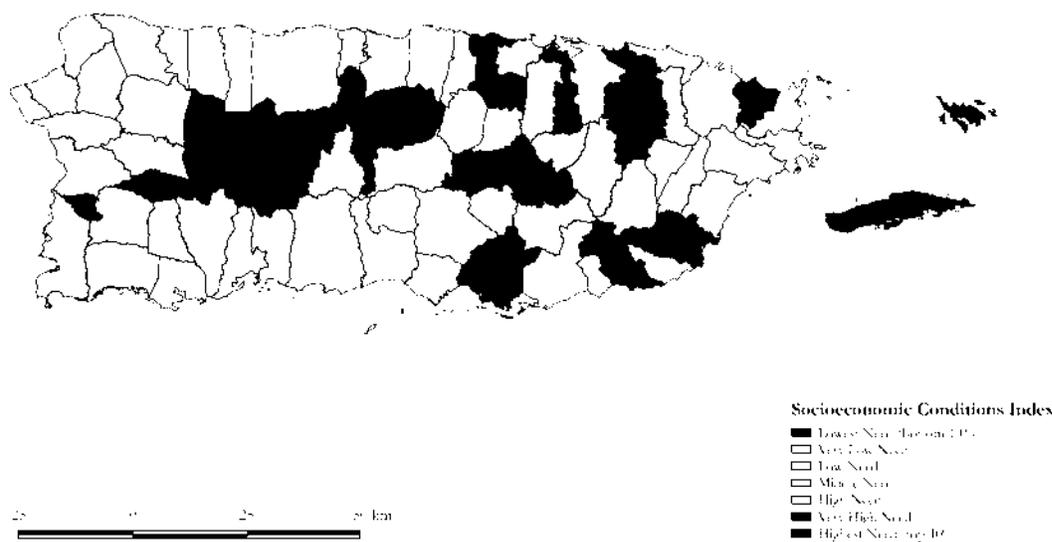
31 For more, see: Community Violence: The Effects on Children at the Child Study Center of NYU Langone Medical Center, retrieved at: <http://www.aboutourkids.org/articles/community-violence-effects-children>, on October 2, 2014.

32 See the Childtrends Data Bank (2014). Child Maltreatment, at: [http://www.childtrends.org/wp-content/uploads/2014/07/40\\_Child\\_Maltreatment.pdf](http://www.childtrends.org/wp-content/uploads/2014/07/40_Child_Maltreatment.pdf) , retrieved on October 2, 2014.

33 For more information visit the Administration for Children and Families’ Child Welfare Information Gateway, at: <https://www.childwelfare.gov/can/impact/development/> .

34 The Z-score is calculated as  $[Z = \frac{X - \mu_X}{\sigma_X}]$  where X represents the variable,  $\mu_X$  the mean of X and  $\sigma_X$  its standard deviation. It is used to standardize index components.

Map 1: Socioeconomic Conditions Index by County (2008-2012)



In order to calculate the Conditions at Birth Index, five (5) out of eight (8) variables measuring risk factors and mother’s conditions at time of birth were used. The index measures individual risk factors, which have been found to impact likelihood of negative outcomes related to educational attainment, living in poverty and its persistence over time.<sup>35</sup> As with the socioeconomic index, the variables that reflect the greatest severity of problems were chosen and they all increase the greater the magnitude of the challenges faced. The Conditions at time of Birth Index was calculated following the same steps described above.

**Table 5: Conditions at time of Birth Index Variables**

Axis	Variable	Source	years
<b>Risk Factors</b>	Low weight at birth	Puerto Rico Department of Health (PRDOH)	2006-2010
	<b>Very low weight at birth*</b>	PRDOH	2006-2010
	<b>Premature birth rate</b>	PRDOH	2006-2010
	Births by caesarean section	PRDOH	2006-2010
<b>Mother’s Characteristics at time of Birth</b>	<b>Adolescent mother births</b>	PRDOH	2006-2010
	<b>Single mother births</b>	PRDOH	2006-2010
	Single adolescent mother births	PRDOH	2006-2010
	<b>Mothers with less than a high-school diploma</b>	PRDOH	2006-2010

*\*Selected variables appear in bold.*

35 See: Magnusson, K. and Votruba-Drzal (2009). ‘Enduring influences of childhood poverty’. *Focus*, 26(2), Fall 2009. Pp. 32-37; Ratcliffe & McKernan (2010); and Ratcliffe, C. and McKernan, S-M. (2012). ‘Child Poverty and its Lasting Consequence’. *Low-Income Working Families*. The Urban Institute: Paper 21, September 2012.

In terms of risk factors at the time of birth, weight at birth is an indicator of a newborn's chances of survival, with low birth weight being a major risk factor for perinatal and infant mortality.<sup>36</sup> Low birth weight babies are more likely to have health and developmental problems including learning difficulties, hearing and visual impairments, chronic respiratory problems such as asthma and chronic diseases later in life.<sup>37</sup>

Social characteristics of the mother at time of birth, such as educational attainment, marital status and age, are found to increase a child's likelihood of experiencing child poverty.<sup>38</sup> Indeed, the Child Trends Data Bank (2014) finds that the proportion of children from single-mother households living in poverty is 4.6 times that of children in married couple households. While Educational Attainment of parents at time of birth is the most important determinant poverty persistence in childhood (Ratcliffe & McKernan, 2012). Additionally, persistence of childhood poverty has a very significant impact on their own educational attainment, in terms of both likelihood of high-school completion and of college attendance (Magnusson & Votruba-Drzal, 2009). In fact, Ratcliffe and McKernan (2012) find that 'those poor for half their childhoods are nearly 90 percent more likely to enter their 20s without completing high school and are four times more likely to have a teen premarital birth (p.2)."

The Conditions at Birth Index is depicted in **Map 2**, where the categories are classed in the same way as in Map 1. The Index has a Low-Need counties concentration along the North-West Coast and again a High-Need counties concentration along the South-East coast and Vieques. The counties of San Juan and Cataño, are among the high and highest need counties, and the surrounding counties fall in the Low-Need category.

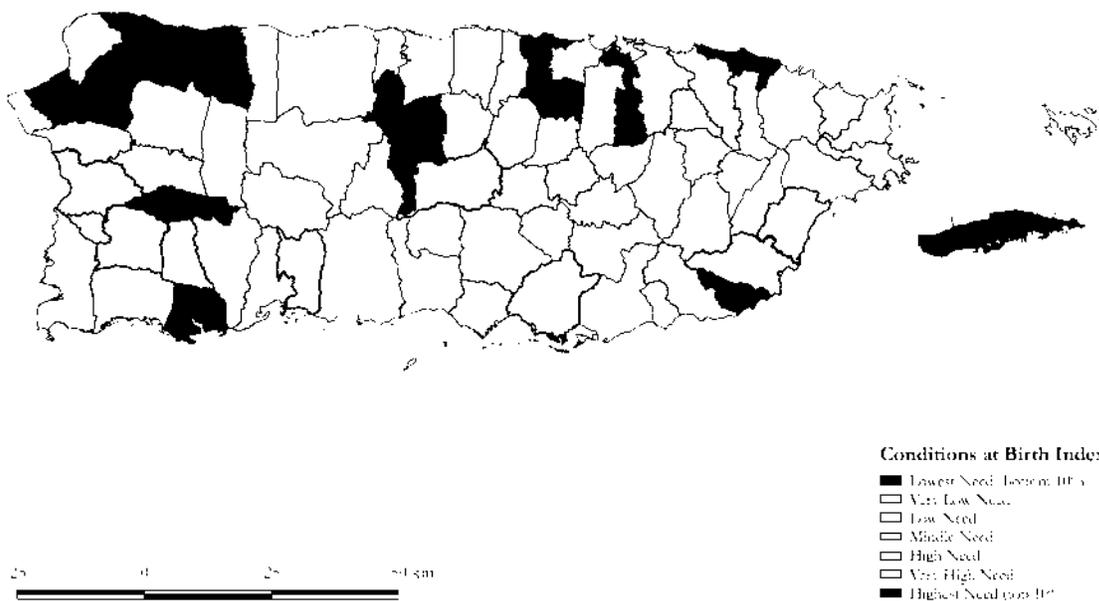
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36 Child Trends Databank. (2014). *Low and Very Low Birthweight Infants*. Indicators on Children and Youth Series. Access at: [http://www.childtrends.org/wp-content/uploads/2014/01/57\\_Low\\_Birth\\_Weight.pdf](http://www.childtrends.org/wp-content/uploads/2014/01/57_Low_Birth_Weight.pdf) . Also see: 'Prematurity and Low Birth Weight' at The Urban Child Institute : <http://www.urbanchildinstitute.org/articles/policy-briefs/prematurity-and-low-birth-weight> .

37 Ontario Ministry of Health and Long Term Care's Policy Statement on Healthy Babies: [http://www.health.gov.on.ca/english/providers/pub/child/hbabies/policy\\_statement.html](http://www.health.gov.on.ca/english/providers/pub/child/hbabies/policy_statement.html) .

38 Magnusson & Votruba-Drzal (2009); Ratcliffe & McKernan (2010, 2012); Childtrends Databank (2014).

Map 2: Conditions at Birth Index by County (2006-2010)

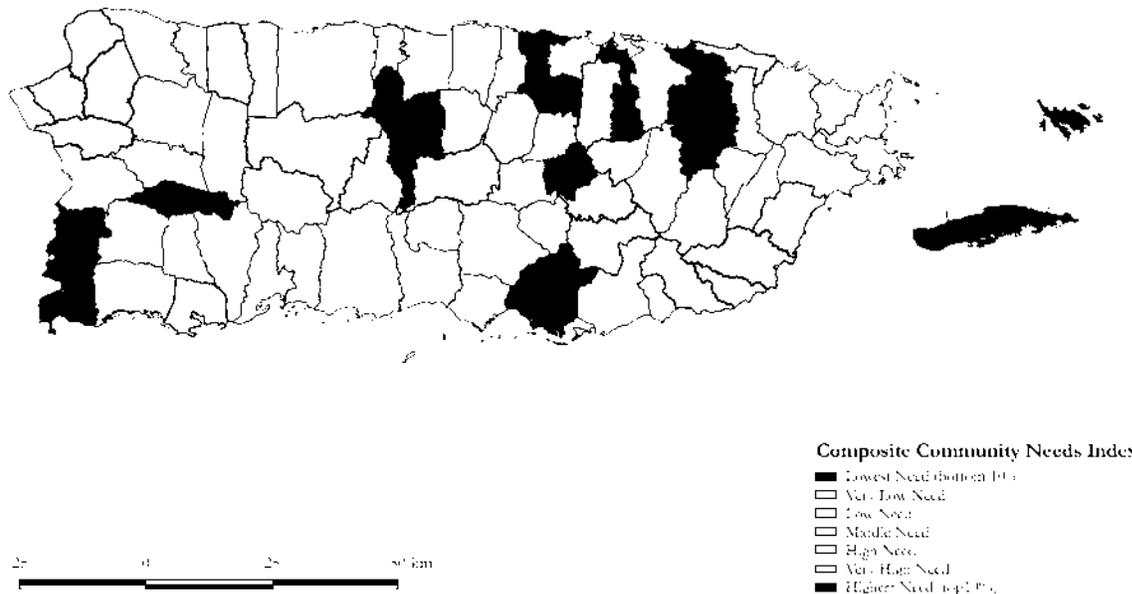


A Composite Community Needs Index, adding each of the individual indices, is created to help determine (1) whether there are communities with both high levels of socioeconomic deprivation and low levels of service; and, (2) whether any geographical concentrations of the two risk indices can be identified. The concentration of geographically contiguous High-Need counties, as per the second criterion, would potentially enable implementation via a *regional service delivery model*, which simultaneously allows maximizing investment by ensuring returns to scale in the use of resources and enables depth in the delivery of high quality services to otherwise underserved communities.

Two concentrations of geographically contiguous counties in the very high and highest need categories were identified (**Map 3**) in the North-Central mountainous region and along the South-East coast, including the island municipalities of Vieques and Culebra (**Map 4**). Counties within the two regions have been previously identified as the Highest-Need communities for the purpose of various federally funded programs including Home Visiting<sup>39</sup> and Project Launch.

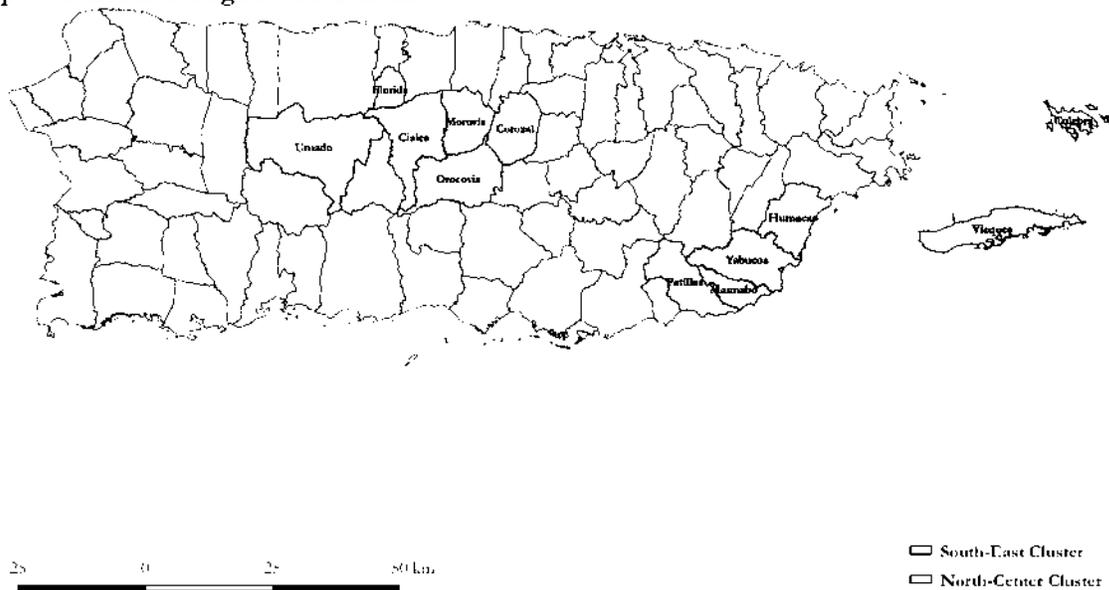
Map 3: Composite Community Needs Index by County (2008-2012)

39 PRDOH. (2010). 'Supplemental Information Request: Statewide Needs Assessment'. *Affordable Care Act Maternal, Infant and Early Childhood Home Visiting Program*. HRSA Award No. X02MC19426. Retrieved at: <http://bit.ly/1w0b2DI> and CIES (2011). Report for the Selection of Target County and Home Visiting Program Sponsored by Funds of the Affordable Care Act. Retrieved at: <http://bit.ly/1EMUghn>.



Indeed, the exceptional conditions endured on the island municipalities of Vieques and Culebra have also been institutionally recognized through the establishment of the *Office of the Special Commissioner for the Sustainable Development of Vieques and Culebra*<sup>40</sup> and the *Vieques Sustainability Task Force*<sup>41</sup>, a subcommittee within the *Presidential Task Force on Puerto Rico*.

**Map 4: Counties in High-Need Clusters**



40 Executive Order OE-2013-033. Retrieved at: <http://www2.pr.gov/agencias/estado/Documents/OE-2013/OE-2013-033.pdf>.

41 See President's Task Force on Puerto Rico's Report (<http://bit.ly/1niGUUq>).

The two High-Need Clusters are composed of counties with levels of Extreme Poverty ranging from twenty-one (21%) percent in Humacao (SE) to forty-one (41%) in Morovis (NC), with eight out of the twelve municipalities to be targeted ranging between three (3%) and forty-nine (49%) percent above the municipal average for Puerto Rico. Similarly, child poverty rates for all but one of the municipalities are higher than the municipal average ranging between fifty-six percent (56%) in Vieques and seventy-seven percent (77%) in Culebra.

**Table 6: Poverty and Public Assistance by County in High-Need Clusters**

<b>South- East Cluster</b>		Children (0-5 years) in households with incomes below the poverty level		Individuals with incomes below 50% of the poverty level		Individuals with incomes below the poverty level		Individuals with incomes below 200% the poverty level		Families receiving cash public assistance		Families receiving Food Stamps	
<b>MUNICIPALITY</b>	(%)	std.*	(%)	std.	(%)	std.	(%)	std.	(%)	std.	(%)	standardized	
Culebra	77%	1.22	34%	1.23	57%	1.16	77%	0.99	1%	0.10	30%	0.73	
Humacao	68%	1.07	21%	0.77	44%	0.90	76%	0.97	4%	0.64	37%	0.90	
Maunabo	73%	1.15	27%	0.98	58%	1.18	82%	1.05	7%	1.17	48%	1.15	
Patillas	75%	1.18	30%	1.07	55%	1.11	84%	1.08	9%	1.55	43%	1.05	
Vieques	56%	0.88	28%	1.03	45%	0.92	83%	1.06	5%	0.78	41%	1.00	
Yabucoa	68%	1.08	26%	0.94	51%	1.03	82%	1.05	7%	1.24	50%	1.20	
<b>Cluster Average</b>	<b>70%</b>		<b>28%</b>		<b>52%</b>		<b>81%</b>		<b>5%</b>		<b>42%</b>		
<b>Puerto Rico (municipal average)</b>	<b>64%</b>		<b>28%</b>		<b>49%</b>		<b>78%</b>		<b>6%</b>		<b>41%</b>		

<b>North - Central Cluster</b>		Children (0-5 years) in households with incomes below the poverty level		Individuals with incomes below 50% of the poverty level		Individuals with incomes below the poverty level		Individuals with incomes below 200% the poverty level		Families receiving cash public assistance		Families receiving Food Stamps	
<b>MUNICIPALITY</b>	(%)	std.	(%)	std.	(%)	std.	(%)	std.	(%)	std.	(%)	std.	
Ciales	75%	1.18	34%	1.22	62%	1.25	88%	1.12	4%	0.61	56%	1.35	
Corozal	71%	1.11	31%	1.14	54%	1.09	83%	1.06	5%	0.87	49%	1.18	
Florida	72%	1.14	27%	0.97	56%	1.13	89%	1.14	3%	0.56	43%	1.04	
Morovis	72%	1.12	41%	1.49	58%	1.17	85%	1.09	3%	0.50	47%	1.15	
Orocovis	69%	1.09	33%	1.21	60%	1.21	86%	1.10	5%	0.83	53%	1.29	
Uruado	71%	1.11	33%	1.18	55%	1.10	82%	1.05	11%	1.98	49%	1.19	
<b>Cluster Average</b>	<b>72%</b>		<b>33%</b>		<b>57%</b>		<b>85%</b>		<b>5%</b>		<b>50%</b>		
<b>Puerto Rico (municipal average)</b>	<b>64%</b>		<b>28%</b>		<b>49%</b>		<b>78%</b>		<b>6%</b>		<b>41%</b>		

\* Standardized to PR Municipal Average = 1.00

In terms of Educational Attainment, the proportion of people without high-school diplomas ranges between twenty-nine percent (29%) in Humacao, to highs of forty (40%) and forty-three (43%) percent in Vieques, Maunabo and Ciales. For the purpose of comparison, the rates in the states considered in the first section ranged between thirteen and nineteen percent (13-19%). The rate in

Humacao is much lower, and should reflect the presence of the Humacao Campus of the University of Puerto Rico. Indeed, Humacao and Utuado are the only two (2) counties out of the twelve (12) which have a higher proportion of the population with University Degrees than the municipal average, and they are the only two with University of Puerto Rico campuses.

**Table 7: Educational Attainment by County in High-Need Clusters**

<b>South-East Cluster</b>		Population without high school diplomas		Population with high school diplomas		Population with Bachelor's degrees		Population with Postgraduate degrees		Population with University Degrees	
<b>MUNICIPALITY</b>	(%)	standardized	(%)	standardized	(%)	standardized	(%)	standardized	(%)	standardized	
Culebra	39%	1.15	31%	1.11	6%	0.40	2%	0.55	8%	0.44	
Humacao	29%	0.86	31%	1.12	13%	0.94	6%	1.37	19%	1.04	
Maunabo	40%	1.19	29%	1.04	9%	0.66	3%	0.75	13%	0.69	
Patillas	35%	1.03	29%	1.07	12%	0.82	3%	0.68	15%	0.79	
Vieques	40%	1.20	34%	1.22	6%	0.42	4%	0.96	10%	0.54	
Yabucon	37%	1.09	30%	1.10	11%	0.74	2%	0.55	13%	0.69	
<b>Cluster Average</b>	<b>36%</b>		<b>31%</b>		<b>9%</b>		<b>4%</b>		<b>13%</b>		
<b>Puerto Rico (municipal average)</b>	<b>34%</b>		<b>28%</b>		<b>14%</b>		<b>4%</b>		<b>19%</b>		

<b>North-Center Cluster</b>		Population without high school diplomas		Population with high school diplomas		Population with Bachelor's degrees		Population with Postgraduate degrees		Population with University Degrees	
<b>MUNICIPALITY</b>	(%)	standardized	(%)	standardized	(%)	standardized	(%)	standardized	(%)	standardized	
Ciales	43%	1.28	28%	1.02	8%	0.59	1%	0.30	10%	0.52	
Corozal	35%	1.04	27%	0.97	13%	0.89	3%	0.71	16%	0.85	
Florida	32%	0.97	38%	1.38	8%	0.54	2%	0.36	9%	0.51	
Morovis	39%	1.17	27%	0.97	10%	0.70	3%	0.77	13%	0.71	
Orocovis	39%	1.15	31%	1.12	13%	0.89	3%	0.57	15%	0.81	
Utuado	36%	1.08	25%	0.89	15%	1.05	4%	0.87	19%	1.01	
<b>Cluster Average</b>	<b>37%</b>		<b>29%</b>		<b>11%</b>		<b>3%</b>		<b>14%</b>		
<b>Puerto Rico (municipal average)</b>	<b>34%</b>		<b>28%</b>		<b>14%</b>		<b>4%</b>		<b>19%</b>		

Attaining a high quality of life in the selected High-Need Communities is further hindered by the levels of Family and Community Violence as is evidenced in **Table 8** and **Figures 1 – 2**. The South-East Cluster's average for rate of Felonies, is sixty-seven percent (67%) higher than Puerto

Rico’s municipal average. This is due primarily, to the rates in Humacao, Culebra and Vieques, which are 1.6, 2.2 and 2.4 times that of the municipal average.

Notwithstanding, Aggravated Assault rates for every municipality in the South-East cluster is significantly higher, ranging from a 1.2 times the municipal average in Humacao to 4.0 times in Vieques, reflecting a very serious problem with Community Violence against the person. The child maltreatment rates are equally worrying in the region, with rates ranging thirty-one percent (31%) and two-hundred and seventy percent (270%) over the county average in Puerto Rico. In fact, Vieques’ rates for Felonies, Aggravated Assaults, Murders and Child Maltreatment are all significantly greater than twice the municipal average rate.

**Table 8: Crime and Child maltreatment Rates by County in High-Need Clusters**

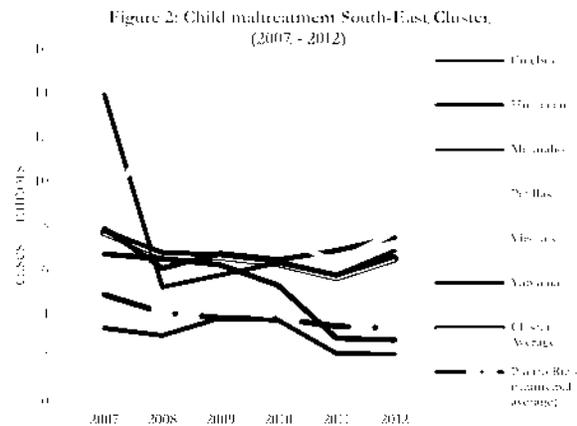
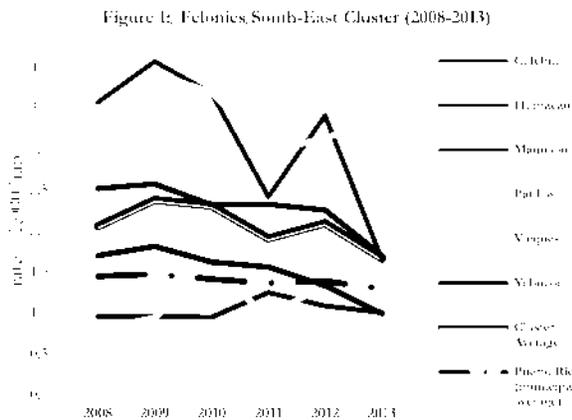
<b>South- East Cluster</b>									
<b>MUNICIPALITY</b>	<b>Felonies per 1,000 hab (2008-2013)</b>		<b>Aggravated Assault per 1,000 hab (2008-2013)</b>		<b>Murders per 1,000 hab (2008-2013)</b>		<b>Child maltreatment as a proportion of minors (2007-2012)</b>		
	<b>rate</b>	<b>standardized</b>	<b>rate</b>	<b>standardized</b>	<b>rate</b>	<b>standardized</b>	<b>(%)</b>	<b>standardized</b>	
Culebra	3.14	2.24	2.38	2.91	0.00	0.00	7%	1.89	
Humacao	2.28	1.63	0.95	1.16	0.28	1.35	7%	1.78	
Maunabo	1.04	0.74	1.28	1.56	0.11	0.52	3%	0.78	
Patillas	1.15	0.83	1.16	1.41	0.22	1.04	7%	1.76	
Vieques	3.31	2.37	3.26	3.98	0.59	2.84	10%	2.67	
Yabucoa	1.50	1.08	1.51	1.84	0.25	1.20	5%	1.31	
<b>Cluster Average</b>	<b>2.07</b>		<b>1.76</b>		<b>0.24</b>		<b>7%</b>		
<b>Puerto Rico (municipal average)</b>	<b>1.40</b>		<b>0.82</b>		<b>0.21</b>		<b>4%</b>		

<b>North-Center Cluster</b>									
<b>MUNICIPALITY</b>	<b>Felonies per 1,000 hab (2008-2013)</b>		<b>Aggravated Assault per 1,000 hab (2008-2013)</b>		<b>Murders per 1,000 hab (2008-2013)</b>		<b>Child maltreatment as a proportion of minors (2007-2012)</b>		
	<b>rate</b>	<b>standardized</b>	<b>rate</b>	<b>standardized</b>	<b>rate</b>	<b>standardized</b>	<b>(%)</b>	<b>standardized</b>	
Ciales	1.32	0.94	0.61	0.75	0.17	0.81	3%	0.85	
Corozal	1.20	0.86	0.61	0.75	0.12	0.58	2%	0.59	
Florida	1.15	0.82	0.34	0.42	0.22	1.07	5%	1.36	
Morovis	0.96	0.69	0.51	0.62	0.14	0.69	3%	0.73	
Orocovis	1.23	0.88	1.10	1.34	0.05	0.24	3%	0.74	
Utua	1.96	1.40	0.94	1.14	0.09	0.43	6%	1.43	
<b>Cluster Average</b>	<b>1.30</b>		<b>0.69</b>		<b>0.13</b>		<b>4%</b>		
<b>Puerto Rico (municipal average)</b>	<b>1.40</b>		<b>0.82</b>		<b>0.21</b>		<b>4%</b>		

Serious crime and child maltreatment rates are more varied in the North-Center cluster municipalities, with only Utua having rates higher than the municipal average for Felonies,

Aggravated Assault and Child Maltreatment by forty (40%), fourteen (14%) and forty-three (43%) percent respectively. Orocovis' aggravated assault and Florida's murder rates are the only other two instances in which the rates surpass the county average.

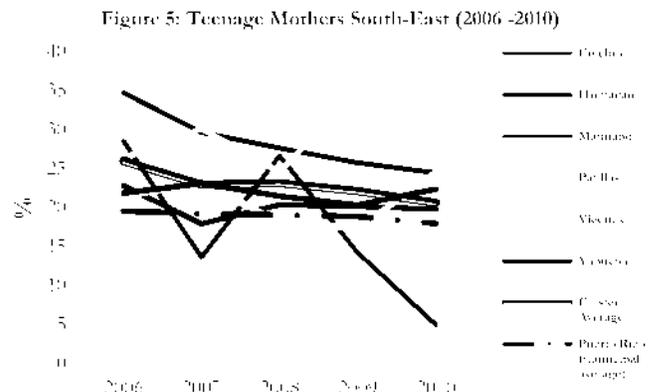
However, for the South-East Cluster the trends are consistent over time, as evidenced in **Figures 1 and 2**. Only Maunabo is consistently below the county average for Puerto Rico in the rates for felonies and child maltreatment.



In terms of Conditions at Birth, the rates of Births to Teenage Mothers are high in both the South-East and North-Center Clusters, which is indicative both of a need for services in family planning and the fact that a high proportion of children share that risk factor at birth.

**Table 10: Births to Teenage Mothers in South-East High-Needs Cluster**

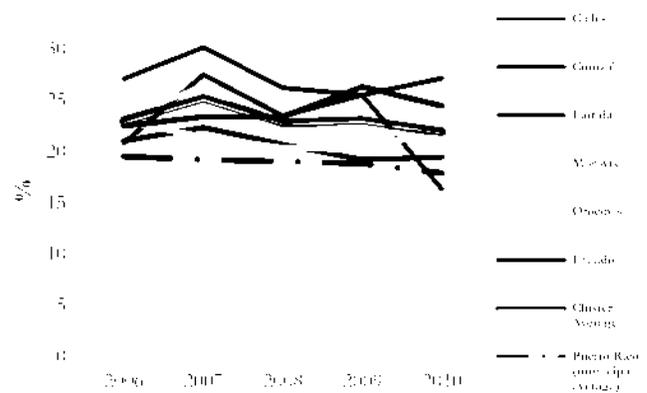
COUNTY	Year				
	2006	2007	2008	2009	2010
Culebra	29	14	27	14	5
Humacao	23	18	20	20	20
Maunabo	35	30	28	26	24
Patillas	21	23	18	17	25
Vieques	26	30	25	35	28
Yabucoa	22	23	22	20	22
<b>Cluster Average</b>	<b>26</b>	<b>23</b>	<b>23</b>	<b>22</b>	<b>21</b>
<b>Puerto Rico (municipal average)</b>	<b>20</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>18</b>



**Table 10: Births to Teenage Mothers in South-East High-Needs Cluster**

COUNTY	Year				
	2006	2007	2008	2009	2010
Ciales	27	30	26	26	16
Corozal	21	22	21	19	20
Florida	21	28	24	26	27
Morovis	23	21	20	20	22
Orocovis	23	26	23	22	22
Utuado	23	23	23	26	25
<b>Cluster Average</b>	<b>23</b>	<b>25</b>	<b>23</b>	<b>23</b>	<b>22</b>
<b>Puerto Rico (municipal average)</b>	<b>20</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>18</b>

**Figure 6: Teenage Mothers North-Center (2006-2010)**



***High-Need Communities and the Preschool Development Grant***

At a community level every county in the South-East and North-Center High-Need Clusters show a combination of problems related to Extreme and Persistent Poverty, with Child Poverty rates standing at levels in between eleven and twenty percent (11-20%) higher than the family Poverty rates, signaling a particular problem with Child Poverty there. The situation is exacerbated by the very low levels of Educational Attainment, evidenced by significantly higher proportions of people without high school diplomas than those with university degrees. Additionally, Community Violence and Child Maltreatment rates are a problem throughout Puerto Rico, and to a far high extent in counties within the South-East cluster. Finally, there are high concentrations of different combinations of risk factors at the time of birth, including parental low educational attainment, teenage and single mothers, premature and very low weight births.

All of these signal to a need to strengthen services along the zero to five (0-5) continuum, including family planning, projects to improve families material conditions, capacity building for parents and caregivers. The children in these two High-Need Communities need and deserve the maximum amount of support for their development in contexts which impose the most severe of limitations and challenges.

D (2) High-Need Communities are currently underserved

The north central and the south east clusters have a potential enrollment of 2,568 four year old children (Map #5). A recent study completed by Advantage Business Consulting (2014), demonstrate that high quality early childhood education program (Head Start – EHS) serve only (b) % of the eligible children population.

The total estimated population for children zero (0) to (5) five years old totalized 214, 821 in Puerto Rico. (Advantage Inc. 2014). Accordingly with the Head Start Program Information Report, the Head Start Program served (b)(4) children in Puerto Rico through (b) grantees distributed in 78 municipalities. The PRDE Pre –K programs represent a (b) % of the total elementary schools and serve only (b) children in both clusters. The Advantage study conclude that for each municipality included in both clusters there is a high need for Pre K programs and a significant underserved population. Table 11 is taken for the Advantage (2014) study and reflect some of the cluster municipalities with a high need of Pre K Services. The majority of municipalities present a percentage of children not being service that surpass the 77.4 % for the lowest and a 92.3% for the highest percentage. Some municipalities of the two clusters are not included.

**Table 11: Children not Currently Served by Municipality in High-Need Clusters**

<b>South- East Cluster</b>		
<b>MUNICIPALITY</b>	<b>Proportion of Eligible Children not Served (%)</b>	<b>Number of Eligible Children not Served</b>
Culebra	92.3%	119
Humacao	62.9%	1152
Maunabo	69.5%	381
Patillas	53.1%	430
Vieques	81.3%	410
Yabucoa	82.2%	1416
<b>Cluster</b>	<b>74%</b>	<b>-</b>
<b>Puerto Rico (municipal average)</b>	<b>74%</b>	<b>-</b>

<b>North- Center Cluster</b>		
<b>MUNICIPALITY</b>	<b>Proportion of Eligible Children not Served (%)</b>	<b>Number of Eligible Children not Served</b>
Ciales	74.9%	568
Corozal	77.4%	1381
Florida	88.9%	450
Morovis	79.5%	1120
Orocovis	56.8%	512
Utuado	64.4%	905
<b>Cluster</b>	<b>74%</b>	<b>-</b>
<b>Puerto Rico (municipal average)</b>	<b>74%</b>	<b>-</b>

Map 5: Projected Eligible Children in High-Needs Clusters by Municipality (2016)

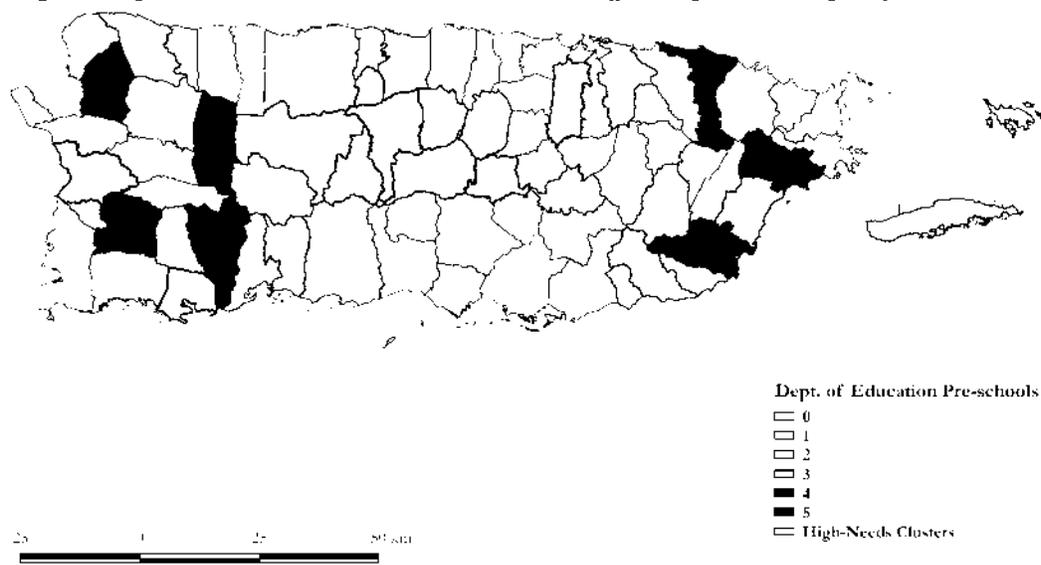


Table 12: Projected Eligible 4-year olds in 2016 by Municipality in High-Need Clusters

<u>South- East Cluster</u>		Proportion of Children under 200% of Poverty Level	Children (4 years old)	Total Projected Eligible Children in 2016 (4 years)
MUNICIPALITY	(%)			
Culebra	85%	17	15	
Humacao	84%	699	584	
Maunabo	91%	134	122	
Patillas	93%	219	203	
Vicques	91%	125	114	
Yabucoa	91%	456	414	
<b>Cluster</b>	<b>89%</b>	<b>1651</b>	<b>1452</b>	
<b>Puerto Rico (municipal average)</b>	<b>86%</b>			

<u>North- Center Cluster</u>		Proportion of Children under 200% of Poverty Level	Children (4 years old)	Total Projected Eligible Children in 2016 (4 years)
MUNICIPALITY	(%)			
Ciales	97%	231	224	
Corozal	91%	441	403	
Florida	98%	155	152	
Morovis	94%	511	481	
Orocovis	95%	309	294	
Utuado	91%	339	308	
<b>Cluster</b>	<b>94%</b>	<b>1987</b>	<b>1864</b>	
<b>Puerto Rico (municipal average)</b>	<b>86%</b>			

Map 7: Department of Education Pre-School Programs per Municipality



D (3) & (4) Outreach and Consultation to potential sub grantees & Sub grant 65% of this grant

Puerto Rico’s Preschool Development Grant Program will have an Advisory Board lead by representatives from the Departments of Education, Health and Family and two representatives from the State Advisory Council on Early Childhood Education and Care. Members of this taskforce will be appointed by each agency’s Secretary. Advisory Board members will have the responsibility to support the decision making processes of the Program (both programmatic and administrative). The Advisory Board will also have the responsibility of identifying the potential sub grantees and to monitor the project’s implementation and procurement processes. The Advisory Council will also be responsible for the selection of the sub grantees in the Program’s high need clusters. Puerto Rico’s Preschool Development Grant will sub grant 65% of the award to high quality sub grantees. This process will be conducted through a Request for Proposals (RFP) in which only high quality early childhood providers will be considered (i.e. Head Start Programs). An initial outreach was conducted to identify high quality programs that already provide services in the selected high need clusters.

D (4) (a) Ambitious and achievable annual targets and its incorporation in the Plan

Puerto Rico Preschool Development Grant proposal has as a main goal to increase the number of high quality preschool slots. These new slots will provide eight (8) hours of service a day for forty eight (48) weeks a year. Each preschool classroom will have a maximum of sixteen (16) and a minimum of thirteen (13) children, with a minimum of two adults per classroom at all times. There will be one (1) teacher and two (2) assistant teachers assigned per classroom with different shifts to comply with Department of Labor regulations, allow for teachers' planning and evaluation periods and guarantee that there will always be two adults to receive children in the morning and safely return them to their caretakers in the afternoon. Voluntary parents will also support the daily school program.

PRDE's early childhood teachers are highly qualified and will have at least a bachelor's degree in early learning and development and will possess the corresponding PRDE teacher certification in compliance with Act 149 of 1999. The same minimum qualifications will be required of sub grantees' teachers. Assistant teachers should possess some early childhood education before recruitment and should at least obtain an early development certification such as a Child Development Associate (CDA) shortly after being hired.

D (4) (b) (i) & (ii) New and Improvement Slots.

Puerto Rico's Preschool Development Grant Program has set an ambitious yet achievable plan to serve (b)(4) children at the end of the fourth grant year through High Quality Preschool Programs. (b)(4) of these will be assigned to island municipalities of Vieques and Culebra as **improved slots**<sup>42</sup> and the remaining (b)(4) (b)(4) slots will be under the **new slots** category and will be distributed among the remaining ten (10) municipalities. The (b) improved slots of Vieques and Culebra are existing slots that will extend its service program hours to full day service, limit class size and decrease child to staff ratio, compensating teachers with a bachelor degree or providing comprehensive services. The Program will open and improve a total of (b)(4) classrooms.

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<sup>42</sup> Improved slots is State Preschool Program slot that already existed at the time of application and will be improved to meet the definition of High Quality Preschool Program.

**Table 13: Enrollment Distribution over the Grant’s Duration**

Year 1	South East Cluster			North Center Cluster		
	Municipality	Enrollment	Number of Classrooms	Municipality	Enrollment	Classrooms
2015 -2016	Maunabo	(b)(4)		Ciales	(b)(4)	
	Yabucoa					
	Patillas					
	Humacao					
	Vieques					
	Culebra					
	Totals			6		
Year 2	South East Cluster			North Center Cluster		
	Municipality	Enrollment	Classrooms	Municipality	Enrollment	Classrooms
2016 –2017	Maunabo	(b)(4)		Ciales	(b)(4)	
	Yabucoa					
	Patillas					
	Humacao					
	Vieques					
	Culebra					
	6			6		
Year 3	South East Cluster			North Center Cluster		
	Municipality	Enrollment	Classrooms	Municipality	Enrollment	Classrooms
2016 –2017	Maunabo	(b)(4)		Ciales	(b)(4)	
	Yabucoa					
	Patillas					
	Humacao					
	Vieques					
	Culebra					
	6			6		
Year 4	South East Cluster			North Center Cluster		
	Municipality	Enrollment	Classrooms	Municipality	Enrollment	Classrooms
2017 -2018	Maunabo	(b)(4)		Ciales	(b)(4)	
	Yabucoa					
	Patillas					
	Humacao					
	Vieques					
	Culebra					
	6			6		

\*\*\* Improved slot

## D (5) Intention to sustain High Quality Preschool Programs

PRDE will strengthen its voluntary preschool program through the Preschool Development Grant Proposal Program in the selected high need clusters. After the end of the grant award, PRDE will maintain the developed high quality preschool slots (new and improved). To guarantee Program Sustainability, appropriate policy planning will take place during the four years of the Program. A Memorandum of Understanding with ACUDEN will ensure ongoing collaboration among agencies to combine/braid resources and sustain high quality slots for families living under poverty levels.

## **E. Collaborating with Each Sub grantee and Ensuring Strong Partnerships**

### E (1) Roles and Responsibilities of the State and Subgrantee Implementing the Project Plan

#### *E (1) (a) Grantee Roles and Responsibilities.*

The State is responsible for the overall fiscal and programmatic supervision, procurement and ongoing monitoring of the project. This level of responsibility includes:

- Execute the program strategic plan to create the High Quality Preschool Program Infrastructure providing evidence based results;
- Revise the existing policies and make necessary changes to facilitate implementation;
- Guarantee an effective continuum of early learning and development services from pregnancy to eight years of age, guarantying smooth transitions at all stages;
- Create a sustainable financial structure to ensure the adequate management and delivery of services and that facilitates accountably and transparency of all fiscal transactions;
- Create an administrative office for the Program;
- Revise PRDE's internal structures to identify and assign the necessary resources to the Program and implement new Administrative Orders as needed;
- Develop Memorandums of Understanding with partnering entities;
- Develop activities that increase the quality of the system's infrastructure which include:
  - professional development program for teachers and staff;
  - development of the Longitudinal Data System starting in preschool and continuing until workforce insertion

- Child Development Associate (CDA) training program for assistant teachers;
  - Establish a computer learning center for families and staff in each school;
  - Implementation of PASITOS TQRIS program in preschool and kindergarten classrooms;
  - Creation of an Advisory Board to monitor the continuum of early learning and development across the system in collaboration with the State Advisory Council for Early Learning Education and Care.
- Coordinate with collaborating agencies all planned activities to support the continuum of learning and assessment;
  - Guarantee that Sub grantee serves children with disabilities -The percentage should not be less than the percentage of four year old children served statewide through part B, section 619 of IDEA (201 U.S.C. 1400 et seq.) or the current national average whichever is greater. Services to children with disabilities should be high quality and inclusive;
  - Increase the number of preschool slots and improve existent slots to guarantee they are High Quality;.
  - Allocate an in-kind contribution to the program budget;.
  - Delegate funds to the sub grantees and establish the appropriate procurement procedures to guarantee both quality and transparency;
  - Oversee the sub grantee program operations (programmatic and fiscal ongoing monitoring)
  - Ensure compliance with all memorandums of understanding throughout the Program.

*E (1) (b) Sub- Grantees Roles and Responsibilities:*

- Provide high quality preschool services in compliance with the applicable federal and local regulations, among other public agencies performance standards, . providing evidence based results;
- Implement an effective organizational infrastructure to support program operational activities, including a reasonable number of comprehensive resources;
- Implement an automated data collection system for case management and assessment of outcomes. Sub grantees will guarantee that these data will be uploaded to the State

Longitudinal Data System on a timely basis; providing access for remote monitoring to the State agency;

- Implement an automated fiscal management system that provides remote access to the State agency for monitoring;
- Equip all classroom and outdoor areas appropriately, ensuring compliance with US federal agency safety standards and protocols. Classroom and outdoor areas should also support the learning process and stimulate development;
- Provide nutrition services to children and nutrition information for parents;
- Provide evidence based health and mental health support services to children. Make referrals as necessary;
- Provide family support and community engagement activities and intervention protocols;
- Include Parents Councils that include community representatives for each preschool program classroom;
- Provide on-site or accessible comprehensive services to children;
- Establish community partnerships that promote families' access to support services;
- Provide professional development activities for teachers and teacher's assistants;
- Guarantee teacher salaries comparable to the salaries of local K-12 instructional staff;
- Ensure recruitment of highly qualified teachers;
- Comply with adult-child ratio of 10:1, with a maximum of sixteen (16) children per classroom;
- Implement a full day/full year academic calendar;
- Develop evidence based assessments;
- Guarantee school readiness and smooth transitions to kindergarten;
- Guarantee an effective and truly inclusive environment for children with special needs;
- Guarantee an effective coordination with the PRDE, the Department of Health and the Department of Family to comply with Title 1 of the ESEA, Part C and Section 619 of Part B of IDEA, subtitle VII – B of the McKinney –Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act;
- Guarantee a High Quality Preschool Program to eligible families with incomes below 200% of the Federal Poverty Line, but within economically diverse settings;

- Guarantee an organizational culture that respects and values diversity;
- Utilize a developmentally appropriate, culturally and linguistically responsive evidence based curricula, and provide learning environments that are aligned with the State Early Learning and Development Standards for at least a year prior to kindergarten entry;
- Guarantee smooth transitions to kindergarten;
- Guarantee effective coordination with collaborating partners.

**E (2) Plan to Implement High Quality Preschool Program**

Puerto Rico’s Preschool Development Grant Program includes a strategic plan (See Evidence C Operational Plan) that illustrates the implementation process for high quality system of preschool programs. The Program will offer high quality preschool services through high quality sub grantees and will continue improving slots up to reach high quality standards for the second year of the Program and beyond.

The logistics and preliminary collaborative agreements to start offering services have already been established. Even though 65% of the grant’s funds are for the provision of high quality preschool services there is a great need to align the system of services and implement enduring collaborations to offer high quality services starting at prenatal care. The following development stages are included in the plan:

<b>Ages</b>	<b>Stages</b>	<b>Transition Services Coordination</b>
Prenatal to birth	Prenatal	Department of Health Programs/ Department of Family/ ACUDEN/ Early Head Start/Program Staff/State Advisory Council
From Birth to two years of age	Infants	Department of Health Programs/Early Intervention/ Department of Family/ ACUDEN/ Early Head Start/Program Staff/ State Advisory Council

<b>Ages</b>	<b>Stages</b>	<b>Transition Services Coordination</b>
From two to three years of age	Toddlers	Department of Health Programs/Early Intervention/PRDE/ Department of Family/ ACUDEN/ Early Head Start/Program Staff/ State Advisory Council
From three years old to five years old	Preschoolers	Department of Health Programs/ PRDE Special Education/Department of Family/ ACUDEN/ Head Start/ Program Staff/ State Advisory Council
From five years old to – eight years old	School age	Department of Health Programs/ Department of Family/ PRDE/ACUDEN/ Program Staff/ State Advisory Council

In the birth through preschool stage, support services will be offered to children and families to obtain effective transitions without interruptions or gaps in services. Preliminary agreements between ACUDEN (Department of Family) and PRDE have been established for collaboration with Child Care, Head Start and Early Head Start Programs in the implementation of the Preschool Development Grant Program (See Evidence A Support Letters). In each of the municipalities included in the selected high need clusters there is at least one high quality program provider and the need to enhance or expand others. (See table below).

**Table 14: Existing Preschool Service Programs by Municipality in High-Need Clusters**

<b>South- East Cluster</b>	<b>Early Headstart</b>	<b>Head Start</b>	<b>Childcare</b>
<b>MUNICIPALITY</b>			
Culebra	.	.	X
Humacao	X	X	X
Maunabo	.	X	X
Patillas	.	X	X
Vieques	.	X	X
Yabucoa	.	X	.

<u>North- Center Cluster</u>	<u>Early Headstart</u>	<u>Head Start</u>	<u>Childcare</u>
<b>MUNICIPALITY</b>			
Giales		X	X
Corozal	X	X	
Florida		X	X
Morovis		X	
Orocovis		X	
Utado	X	X	

Existing high quality service providers in both high need clusters have already been identified and outreach was conducted. The Program will require that only existing High Quality Programs are considered to become sub grantees. Puerto Rico’s Preschool Development Program will coordinate the delivery of services directly or indirectly through proven High Quality Programs.

E (3) Ensure that each Sub grantee minimizes local administrative costs

Puerto Rico’s Preschool Development Program is mainly a support network of services based on interagency collaboration. PRDE and the Departments of Health and Family have worked hand in hand for the development of this Program. Agreements have already been established between the three agencies for the investment of \$(b)(4) for programmatic activities such as family engagement through Department of Family initiatives and formal implementation of TQRIS (PASITOS). This represents a significant cost reduction for the Program as quality assessment will already be available for participant partners/sub grantees. In the Budget Section these collaborations are identified as in-kind contributions. Puerto Rico’s Preschool Development Program will coordinate the delivery of services directly or indirectly through existing High Quality Programs like Head Start Programs to ensure that each sub grantee minimizes local administrative costs.

E (4) Monitoring the Early Learning Providers

The personnel for Puerto Rico’s Preschool Development Grant Program will consist of an Executive Director, five (5) social workers and five (5) early childhood education specialists who will serve as coaches or mentors to preschool teachers in the selected high need clusters. This personnel together with PRDE’s Early Education Program staff will guarantee that services meet high quality standards. For example, the Executive Director will evaluate the progress reports,

outcomes and statistics of the Program. Formal collaboration with ACUDEN will be established to offer technical assistance on continuous monitoring systems and assessment protocols for the Program. The continuous monitoring system that examines each of the components of a high quality program will be replicated in Puerto Rico's Preschool Development Grant Program. The supervision processes of the PRDE Early Education Program will be also incorporated. The Advisory Board of the Program and the State Advisory Council will support ongoing progress to further guarantee the success of the project and the quality of services provided.

Early Head Start/Head Start Programs comply with strict federal and state requirements and are regulated by the Puerto Rico Government and by Head Start Office. Head Start monitoring process are done using validated protocols such as the 2014 Office of Head Start Monitoring Protocol<sup>43</sup> which is a tool that examines each of the components of high quality services including learning assessment programs, and fiscal transparency and accountability. Puerto Rico's Preschool Development Grant Program will collaborate with existing high quality early learning programs to guarantee high quality services are provided.

#### E (5) Coordination of Plan related to assessment

Puerto Rico will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross sector and comprehensive service efforts, professional development and workforce and leadership development with sub grantees. Each of these aspects and processes will be contained in the memorandums of understanding established for the Preschool Development Grant Proposal Program. The following will be required:

- An assessment system based on a high quality curriculum and the use of an automated outcome analysis platform that will feed the Longitudinal Data System that can also be accessed from the central level. Trimestral meetings will be held to discuss outcomes and to elaborate corrective action plans, if necessary.
- Curriculum and assessment processes must: be based on best practices, comply with high quality standards and be evidence based.

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43 <http://www.childserviceschicago.com/news-docs/fy-2014-ohs-monitoring-protocol.pdf>

- A professional development program will be an essential component of the Program and it will be coordinated between PRDE's Early Education Program and the sub grantee. This professional development program will be aligned with the objectives of the Preschool Development Grant Program. All preschool teachers will participate of this professional development program and it will be an in-kind contribution of PRDE in collaboration with higher education institutions.

#### E (6) Coordination with existing services

Puerto Rico and the sub grantees will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including PRDE Preschool Program and programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act. There are existing collaborative agreements between Head Start/Early Head Start Programs and the Departments of Health and Education for compliance with Parts C and B of IDEA.

For example, as part of the collaborative agreement between Head Start Programs and PRDE, the Individualized Education Plans (IEP) of children with special needs from Head Start and Child Care are prepared by interdisciplinary groups integrated by personnel from both the PRDE and Head Start and Child Care Programs. Collaboration is also in place between PRDE and the Department of Families for compliance with subtitle VII-B of the McKinney-Vento Act. All existing collaboration agreements will support the continuum of services and the quality of the Program but will not supplant existing federal and state funded services. Preliminary agreements are also in place between PRDE and the Department of Family to avoid duplication of services in identified geographical areas.

Coordination of all Program activities will be carried out through memorandums of understanding and collaborative agreements with sub grantees and partnering entities. These agreements will include compliance with existing agreements to continue the coordination of services supported through Title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

## E (7) Integration of all Eligible Children to Preschool Programs by Sub grantees

Puerto Rico is a small archipelago. According to the 2012 American Community Survey (ACS 2012)<sup>44</sup> by the US Census, Puerto Rico had a population of 3,678,464 people. More than half of households had an income lower than \$19,515.00 per year, which corresponds to thirty-seven percent (37%) of the US median income of \$52,046. The municipalities have many rural communities surrounding the urban areas where the commercial activity and services are centered. Puerto Rico Preschool Development Grant Program's sub grantees will integrate to the extent practicable, high quality preschool programs for eligible children within economically diverse, inclusive settings, including those that serve children from families with incomes above 200 percent of the Federal Poverty Line. According to Head Start Standards, ten percent (10%) of Head Start Program enrollment can be from families above the poverty level. All sub grantees must comply with the eligibility criteria established in the guidelines as a requisite to offer services in this Program. Because of the composition of the selected high need clusters to be served by this Program, there is a high probability that 98% of the slots are provided by Head Start Programs and a small number will be served by high quality programs from community based organizations.

Head Start Programs also have to comply with inclusive practices and guarantee the admission of children with special needs. "Inclusion refers to the full and active participation of young children with disabilities in programs with typically developing children. For thirty years, research findings and public policies have promoted preschool inclusion as an important element in producing positive outcomes for young children with disabilities and their families (Guralnick, 2001; Smith & Rapport, 2001; Strain, McGee & Kohler, 2001). Head Start has a longstanding commitment to making enrollment opportunities available to children with disabilities"<sup>45</sup>. Inclusive High Quality Services will be an important component of Puerto Rico's Preschool Development Grant Program.

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44 Data from the 2012 American Community Survey by the US Census will be used throughout the analysis unless otherwise specified.

45 Head Start Center for Inclusion <http://dcpts.washington.edu/hscenter/abstract-mission-goals>

E (8) (9) Ensure additional supports for special needs and cultural competency to Eligible Children

An analysis of the available early education services in the selected high need clusters of this Grant tends to show that most of the sub grantees will be the Head Start Programs in ten(10) of the municipalities included in the North Central and South East Clusters. For Vieques and Culebra islands the Program will offer the services through experienced and high quality community based organizations. The specific communities to be served will be chosen by the Advisory Board during the selection of sub grantees and these should offer quality services in the designated areas even if communities are located in isolated or hard to reach zones, like the island municipalities of Culebra and Vieques.

Head Start Programs are highly regulated and have inclusion policies that include organizational environments that are culturally competent. The island municipalities of Culebra and Vieques show different cultural characteristics from the rest of Puerto Rico but still receive services provided and administered from the mainland. This type of program administration has proven ineffective for the island municipalities. That is why through the Preschool Development Grant Program services will be provided directly through local community organizations or the local governments to guarantee services are provided in a manner that responds to Vieques and Culebra's population needs.

Head Start Program Framework for Parents, Family and Community Participation<sup>46</sup> has a bio psychosocial approach that is managed by social workers who develop a Family Intervention Plan for each family. As part of this Plan families are visited and follow up services are offered to guarantee achievement of the established goals. Families under the poverty level, migrants and those with military parents receive services according to their particular needs by multidisciplinary groups.

Head Start parents also participate in the decision making process of the program through the Policy Councils and Parent Committees. These groups are mainly constituted by parents of children served, who receive training in all the programmatic and administrative components of the Program to empower them to actively participate of the decision making processes.

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<sup>46</sup> <https://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2011/pfccc-framework.pdf>

The Head Start Program has special education specialists who help teachers to individualize children's teaching according to the recommendations of the Multidisciplinary Evaluation, Planning and Location Committee (COMPEU Spanish acronym) that also provides for parent participation.

In collaboration with Department of Family, workshops on Socio Emotional Development for families will be provided to eligible families in the high need selected clusters of Puerto Rico's Preschool Development Grant Program.

Spanish is the predominant language in Puerto Rico but the Head Start Program has the personnel to offer culturally appropriate services for non-Spanish speaking students. According to 2012-2013 PIR Early Head Start/Head Start Programs in Puerto Rico served (b)  
/ / whose primary language was not Spanish.

The Head Start Program Standards require grantees to implement policies and procedures to ensure that homeless children are identified and prioritized for enrollment. Homeless definition for Head Start Programs is the same as that of subtitle VII-B of the Mc Kinney-Vento Act.

Since most of the sub grantees of Puerto Rico's Preschool Development Grant Program will be Head Start Programs, compliance with the implementation of culturally and linguistically responsive outreach and communication efforts to enroll children from families with Eligible Children, including isolated or hard to reach families, family engagement, and compliance with inclusive practices and subtitle VII-B of the McKinney-Vento Act will be guaranteed. The Preschool Development Grant Program's Staff and Advisory Board will also provide support to guarantee compliance with these high quality service standards.

#### E (10) Ensure strong partnerships

PRDE is Puerto Rico's Lead Education Agency. Through its Early Education Program it has developed activities that foster smooth transitions into preschool and kindergarten:

- Transition Summits between PRDE and Head Start staff in the municipalities of San Juan, Humacao, Bayamón and Mayagüez. These summits allow both agencies to align strategies and curriculums;
- Parents play an active role in these summits and in their children's education;

- Transition processes are part of Title I-A services which are monitored through PRDE's Federal Affairs Office and Early Education Program. Activities are coordinated between PRDE and Head Start's transition coordinators which include: daily routines, storytelling, peer interactions and school cafeteria experiences. Teachers, social workers and parents are included and actively participate of the activities.

These activities will be given continuity and be further developed as part of the Preschool Development Grant Program. Memorandums of Understanding and collaboration agreements with government agencies, community organizations and sub grantees will guarantee effective transition process for all participating children and their families.

*E (10) (b) (i) PRDE provides professional development opportunities for all early learning teachers. Some examples include:*

- Teacher residential retreats for both Head Start and PRDE teachers (See Evidence C Operational Plan). The retreat includes topics such as school readiness and effective teaching strategies.
- Early Learning and Development Standards workshops for kindergarten teachers have been provided in all 28 school districts throughout Puerto Rico.
- Training on effective planning and teaching strategies are provided to all preschool teachers;
- Family engagement is guaranteed through Administrative Orders and other policy tools.

All these activities will be expanded and continued through Puerto Rico's Preschool Development Grant Program. A Professional Development Plan will be implemented in collaboration with higher education institutions to provide continuous education for teachers and child development associates for assistant teachers.

*E (10) (b) (ii) For family engagement*

PRDE promotes the role of parents as school volunteers and empowers them to be part of school decisions through the School Council and Title I initiative CREMPE. At the beginning of the school year a meeting with the family is held to understand their needs and expectations, gather their recommendations and establish strong bonds between PRDE staff and families as established in Administrative Order #6 2013-2014 (See Evidence B Law). Open houses are held in October

of each year to promote school services and community engagement. Understanding the importance of family and community engagement, through Puerto Rico's Preschool Development Grant Program services provided will be carried out with families and community members as key collaborators.

E (10) (b) (ii) PRDE has different community service available for the community.

Through Food Service Administration we promote the use of school cafeterias and good nutrition. PRDE Early Learning Program developed Your Healthy School ("Tú Escuela Saludable") initiative through the Active Learning Work Plan. This Program promotes balanced nutrition and community gardens. PRDE's Physical Education and Health Program promotes the development of early learning standards and expectations.

E (10) (b) (iii) Inclusion is an important component of early learning high quality program.

Inclusion is founded on collaboration among all players in education teachers, teacher specialists, parents, supporting disciplines, and even the students. The view is that education and learning will proceed more powerfully if all involved understand what is happening, and if they all have a part to play<sup>47</sup>.

PRDE supports the inclusion of eligible children with disabilities to guarantee their access and full participation in high quality early learning programs. Through Act 51 of 1996 the Special Education Secretariat of PRDE was born. The Act acknowledges the right of students with disabilities from three (3) to twenty one (21) years of age to a free, public and appropriate education in the least restrictive manner, accordingly with his/.her individualized education program. The US Vocational Rehabilitation Act 93-112 also known as "Bill of Rights of Individuals with Limitations" establishes that all agencies and organizations that receive federal funds will not discriminate against persons with limitations. The following agencies are included: Department of Health, Mental Health Administration, Department of Family, University of Puerto Rico, Vocational Rehabilitation Administration, Department of Sports and Recreation, Department of Work and Human Resources, Department of Correction and Rehabilitation. IDEA (Public Law

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<sup>47</sup> Bunch, Gary, "10 Keys to Successful Inclusion" <http://www.marshaforest.com/tenkeys.pdf>

105-17, Individuals with Disabilities Education Act, United States) is the law about the education of persons with disabilities, as amended in November 2004. It establishes the right of children and youths with disabilities to receive a free and appropriate public education, in the least restrictive way, and in accordance to his individualized educational program. This law also establishes the rights of individuals with disabilities.

To guarantee a successful transition to kindergarten, the PRDE has developed activities that include children visits to receptor schools at least two times a year. Within a relaxed environment, children begin to connect to the kindergarten process. The DE Pre –K curriculum include best practices based on early childhood standards: curriculum based in new sociology and a postmodern perspective of the child, appropriate practices from NAIEC, constructivist- ecological focus, comprehensive curriculum, authentic and comprehensive evaluation processes, safe, healthy and peaceful environments, investigation as center for learning, teachers highly qualified teachers and integration of families and communities

All sub grantees of this project will be responsible to ensure in their signed contracts that their High Quality preschool classrooms have age-appropriate facilities to meet the needs of Eligible Children and especially appropriate facilities for the Eligible Children with special needs and disabilities. The PRDE established the Auxiliary Secretary of Planning which has an already established protocol to review and ensure that each DE structure fulfills high quality standards. The Early Childhood Program (ECP) is responsible to assure professional development of preschool teachers and teacher assistants, ensure appropriate practices and high quality children programs. In 2012-2013 the ECP participated in a pilot of the developed and culturally appropriate TQRIS for PR called PASITOS (small steps). Fifteen of the 20 classrooms reviewed obtained the highest 5 points in the PASITOS scale. This TQRIS reviews not only educational achievements but also check equipment and classroom facilities. Each sub grantee will be required to include PASITOS TQRIS in each of the preschool classrooms included in the proposal to be established or enhanced.

The PRDE use a longitudinal data system to align the assessment process in early childhood classrooms. The administration of the Observation Scale Test allows teachers to gather information

including the children's five development domains. DE Administration Memo CC#6 2013-2014 established a Protocol for preschool teachers to administer the pre and posttest as another assessment tool. Preschool teachers offer the test to groups of 4-5 students at a time and tabulate results in August (pretest) and May (posttest). Each preschool teacher do formative assessments every 10 weeks and share the results with the child's parents. All assessment data is used by the teachers and the ECP to make decisions about teaching=learning process and guarantee the curriculum alignment with the standards and expectations.

Utilizing community-based learning procedure is essential to work in a coordinated way to maximize each student's comprehensive development. The DE's Fine Arts Program work towards developing students to their maximum potential in a sensible and comprehensive way in accordance with their talents and sensibilities, in artistic environments that stimulate the creative process, intellectually, socially and vocationally to contribute in a positive way with the Puerto Rican society. The goals of the Fine Art's Program include: creative artistic production, aesthetic appreciation, critical analysis of art, art's enjoyment, language management through art, and value appreciation of the Puerto Rican artistic and cultural patrimony, aesthetic consciousness of nature and architecture, communication through art, among others.

The DE Library and Information Services Program promotes the student's use of ideas and information within society's ethic values and contribute to student's development through life. The goals of the Program includes: establishment of an information infrastructure to support learning processes, effectively integrate the information skills in different curricular area, promote student's library use to develop skills to make informative decisions, citizenship, recreation, and academic and personal needs.

The DE Home Economics Program provide students learning experiences to stimulate to the maximum the development of their potentialities as individuals while clarifying their values in daily life experiences. The program promote the use of positive attitudes needed to interact effectively with family and society. The Program include: Human development in the social environment; Nutrition and Family; Housing and Environment and Clothing, among others. The Home Economics also have the Family Life and Consumer Education subprogram to provide educational experiences to develop and strengthen skills for individual and family life in

elementary, middle, superior schools. This strategy is extended to families, community centers and other groups including justice institutions.

#### **F. Alignment within a Birth through Third Grade Continuum**

Puerto Rico's Preschool Development Grant proposes a continuum of development and learning approach from pre-birth through third grade and beyond. A comprehensive approach that includes collaboration and alliance with programs and systems that serve children in government and non-government entities, including communities, within a life course approach. To better serve young children, it is important to assess their overall development within the framework of the life course. Under the life course perspective human development is considered a life-long process that starts in the fetal stage and ends in death. Life course approach is a theoretical-methodological approach (Fine, Amy & Kotelchuck, Milton (2010) Rethinking MCH: The Life Course Model as an Organizational Framework Concept Paper) that analyzes how the interconnection among society's characteristics, institutions, social and historical events, and changes can shape age-graded life trajectories at the individual and group (generation) level across time. This framework helps address the multiplicity of factors that influence the education, health and general well-being of individuals and groups both at a single point in time and over time. Trajectories are punctuated by transitions that refer to gradual changes in roles, status and that represent a distinct departure from prior roles and statuses such as starting school or pre-school programs, entering puberty, leaving school, getting a first job, leaving home, retiring and so on.. Life events involve a relatively abrupt change that may cause serious and long-lasting effects on individuals, families and generations.

The collaboration and coordination with the following agencies and entities that provide other early education and child care family services through a variety of federal, state and community resources will help children and their families participating in this project to improve their transitions across this continuum of life course. The transitions should be smooth and safe while guarantying the appropriate services.

F (1) Alignment of programs from pre-birth through age-five:

Alignment with Department of Health (Maternal, Child and Adolescent Health Division -MCAH, Health Promotion Program, and WIC Program among others Appendix #6 Organizational Chart DOH)) and other programs and systems that serve children and families from pre-birth through third grade (age five) include:

<b>Pregnant women (including teens) and their babies until 2 y/o</b>	
<b>Entity or Program</b>	<u>MCAH Home Visiting (HV)</u> A family centered, community based service provided by specialized nurses to pregnant/post-partum women and their children up to two (2) years of age with medical/social risk factors. (Title V funds)
<b>Services and Activities</b>	The HVNs conduct a complete medical, psychological and environmental assessment; develop with the family a care plan; coordinate services through referrals to the entities in the community; offer health education on a varied of topics; carry out formal risk assessments for smoking, alcohol, drug use and maternal depression; give breastfeeding counseling and promote an interconception period follow up of at least 24 months, among others. (Support Letter)
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Identify participants and do project referral.</li> <li>▪ Improve access to services and supports in their communities</li> <li>▪ Transition and referral to EHS, CC or PreK programs</li> </ul>

<b>Pregnancy to 2 y/o</b>	
<b>Entity or Program</b>	<u>MCAH Community Outreach: Community Health Workers (CHWs)</u> (Title V funds)
<b>Services and Activities</b>	Identify pregnant women and children cut off from the Health Care System (HCS), facilitate their enrollment into the Government Insurance Program (GIP), coordinate interagency services, and offer prenatal courses and early childhood parenting orientation and workshops.
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Identify participants and make referrals to project.</li> <li>▪ Improve access to health and other services</li> <li>▪ Transition and referral to EHS or CC programs.</li> </ul>

<b>Pregnant teens, their families and their babies until 3 y/o</b>	
<b>Entity or Program</b>	<u>MCAH MIECHV</u> <u>Familias Saludables de Puerto Rico</u> Healthy Families of America (HFA) model and Growing Great Kids (GGK) curriculums (ACA-MIECHV grant funds)
<b>Services and Activities</b>	Offer services to high risk pregnant women under 21 years of age. Home visitors provide weekly family support, positive parenting and early learning, healthy behaviors and family self-sufficiency, screen for high risk behaviors, supports prenatal and post-partum care; breastfeeding and immunizations and do referrals to community resources based on the participants' needs. (See Index Letters of Support )
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Identify participants and do project referral.</li> <li>▪ Improve access to services and supports in their communities</li> <li>▪ Transition and referral to EHS, CC or PreK programs</li> </ul>

<b>Pregnancy to 5 years old</b>	
<b>Entity or Program</b>	<u>WIC Program</u> (Department of Agriculture-Food and Nutrition Services)
<b>Services and Activities</b>	Provide nutritional evaluation, screening and support to pregnant women and their babies including 5 y/o. Provides economic support to enhance mother-child nutritional standards. Promotes and supports breastfeeding. (See index Letters of Support)
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Identify potential participants that live in hard to reach areas and make referrals to project.</li> </ul>

<b>Pregnant Teens/ Teen families/ Early Childhood</b>	
<b>Entity or Program</b>	Besides MCAH HV and MIECHV NGOs serving pregnant teen and teen families
<b>Services and Activities</b>	A variety of NGOs offer health and education services to pregnant teens and teen families to attain their high school diplomas while offering high quality childcare to their babies. Examples such as: Proyecto NACER, Sor Isolina Ferré Center, Nuestra Escuela and ASPIRA of PR. (See index Letter of Support)
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Collaboration and/or possible sub grantees to the project</li> </ul>

<b>Birth</b>	
<b>Entity or Program</b>	<u>MCAH Perinatal Component</u> (Title V funds)
<b>Services and Activities</b>	Perinatal nurses at selected hospitals, offer breastfeeding and parenting education, referrals to HVNs and Early Intervention, Birth Defects Surveillance and Prevention System; collect perinatal data; and participate in surveys.
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Identify potential participants that live in hard to reach areas and referral.to enroll in the project while in the hospital after baby's birth.</li> </ul>

<b>Birth to 3 y/o CSHCN</b>	
<b>Entity or Program</b>	<u>MCAH Infant and Toddlers with Disabilities Program (Part C of IDEA)</u> <u>"Avanzando Juntos"</u> Early Intervention Program in Puerto Rico (Part C IDEA funds)
<b>Services and Activities</b>	Multidisciplinary, coordinated and family centered system provides services in natural environments to children 0 to 36 months that have developmental delays while enhancing the capacity of families to meet the special needs of their infants and toddlers. Evaluations are performed for referral and treatment. Transition children to preschool programs. (See index Letters of Support)
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Identify participants and refer to project</li> <li>▪ Transition and referral to DE, HS or CC.</li> <li>▪ Coordinate support services needed</li> </ul>

<b>Birth to 3 y/o</b>	
<b>Entity or Program</b>	<p><u>MCAH CSHCN Program</u></p> <p><u>Regional Pediatric Centers,</u></p> <p><u>Birth Defects Surveillance and prevention BDSS, Universal Newborn Hearing Screening Program, Hereditary Diseases Detection, Diagnosis and Treatment Program, Autism Registry</u></p> <p>(Title V funds)</p>
<b>Services and Activities</b>	<p>Provides and coordinates direct services through seven Regional Pediatric Centers (RPC). Include pediatricians and specialists (neurosurgery, orthopedics), speech and language therapists, social workers, among other. The BDSS monitors the prevalence of 47 major birth defects screened in PR. All programs screen and identify children and refer their families to the RPC and Early Intervention. A Service Family Intervention Plan elaborated for CSHCN is developed and referred through transition to preschool services to DE.</p>
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Identification and referral of potential participants to project. Provides smooth transition of CSHCN to preschool and other health care services.</li> </ul>

<b>Birth through early childhood</b>	
<b>Entity or Program</b>	<p><u>MCAH PR- Early Childhood Comprehensive System Project</u></p> <p><u>PR-ECCS</u></p> <p>(PR-ECCS funds)</p>
<b>Services and Activities</b>	<p>Early Childhood EC System to support 0-5 children to be healthy and ready to learn. EC Information Centers in municipal libraries provide family workshops, parenting information, health promotion and support services in the community. ASQ training on line developed for health, education and parents. (See index Letters of Support)</p>
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ ECICenters will support project families in transition to preschool.</li> <li>▪ ASQ trainings will maximize its use by personnel of the project.</li> </ul>

<b>Birth &amp; Early Childhood</b>	
<b>Entity or Program</b>	Community Early Childhood programs NGOs <u>United Way UW</u>
<b>Services and Activities</b>	UW is a private non-profit organization of 147 partners to strengthen social and health services in Puerto Rico. UW offer services to family, shelters, special and supplementary education services, mental and physical health services and others. (See index Letters of Support)
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Identification of NGO's in selected municipalities to collaborate in the project.</li> </ul>

<b>Birth to 21 years old</b>	
<b>Entity or Program</b>	<u>Pediatric Health Care Guide for the Anticipatory, Preventive and Screening of the Pediatric population in PR</u> (DOH Administrative order April/2013)
<b>Services and Activities</b>	Aligned to AAP and Bright Futures it schedules preventive medical care of children since birth to provide prevention-based, family-focused, and developmentally-oriented health care. Includes Ages and Stages Questionnaire ASQ and MCHAT tools to screen for developmental delays, socio emotional and autism for early intervention. Early recognition of risk factors and interventions for congenital diseases, obesity, risk behaviors and health promotion is important for school readiness.
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Collaboration of the pediatricians and other health care providers in selected municipalities will provide participant families with the appropriate health guidance for their children wellbeing.</li> <li>▪ Also, identification and referral of potential participants to the project.</li> </ul>

<b>Community health - Lifelong</b>	
<b>Entity or Program</b>	DOH Health Promotion Programs
<b>Services and Activities</b>	Programs and strategies within communities to promote healthy life styles, physical activity, healthy eating and others in communities. (See index Letters of Support)
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Already established collaboration in selected municipalities will support the project.</li> </ul>

*Alignment with PRDE programs before kindergarten (age five)*

<b>4 years-old</b>	
<b>Entity or Program</b>	Head Start Collaboration Office with the school within a school district
<b>Services and Activities</b>	Coordinates transition from Head Start to Kindergarten providing student's information (Passport document) about health, academic achievement, family, strengths and others.
<b>Collaboration and Transition</b>	Provides smooth transition from Head Start to PreK schools and school teachers

<b>PK-kindergarten (4 to 5 years)</b>	
<b>Entity or Program</b>	Special Education Program
<b>Services and Activities</b>	Program develops an Individualized Education Plan (IEP) and coordinates services to CSHCN Collaborative Memorandum of DE and DOH to facilitate access to services, speed up procedures to CSHCN and strengthen curriculum
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Transition to Kindergarten special education teachers and school</li> <li>▪ Referrals to services</li> <li>▪ Referral to project</li> </ul>

<b>PreK to Kindergarten (5 years)</b>	
<b>Entity or Program</b>	Early Childhood Program
<b>Services and Activities</b>	Grade alignment with Standards and Expectation Active learning Plan with Blended Learning (integrated curriculum using technology ABP and learning centers)
<b>Collaboration and Transition</b>	Use of learning strategies and appropriate practices

<b>PreK to Kindergarten (5 years)</b>	
<b>Entity or Program</b>	Academic Affairs Sub secretary
<b>Services and Activities</b>	Integrated Curriculum (materials and resources available)
<b>Collaboration and Transition</b>	Parents integration to school and community

<b>PreK to Kindergarten (5 years)</b>	
<b>Entity or Program</b>	Students Support Affairs Office
<b>Services and Activities</b>	Community Services and Parents Integration (SICE in Spanish) through Parenting, Collaboration, Volunteerism, Home Based Learning and Decision Making (Epstein, 2007)DE CC#15- 2013-2014 Nursing and health related services, social work, Counseling and orientation
<b>Collaboration and Transition</b>	Services related to student and school community

<b>PreK to Kindergarten (5 years)</b>	
<b>Entity or Program</b>	Special Education Program
<b>Services and Activities</b>	Meetings with the SEP staff to evaluate CSHCN record assessments and determine needed services (Language, Occupational and psychological therapy) Use Strategies for Differentiated Education
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Transition coordination with school districts</li> <li>▪ Coordination of services to CSHCN</li> </ul>

<b>PreK to Kindergarten (5 years)</b>	
<b>Entity or Program</b>	Linguistic limitations (Title III)
<b>Services and Activities</b>	Use Differentiated Learning Strategies and other services related to immigrant students and students with linguistic limitations
<b>Collaboration and Transition</b>	Differentiated Learning Strategies,, family support, materials and resources to ease transition

*Alignment with the Office of Special Communities programs and services:*

<b>Community health and wellbeing - Lifelong</b>																									
<b>Entity or Program</b>	Office of the General Coordinator for the Socioeconomic Financing and Self-Management (Office of Special Communities) created under Law No. 1 of March 1, 2001																								
<b>Services and Activities</b>	It is the government agency responsible for implementing the public policy concerning the integral development of special communities. A special community is a geographical delimited sector with high number of low income families and an uneven accessibility of the socioeconomic progress. It promotes the creation of conditions that allow solving marginality in special communities, encouraging the active involvement of residents in solving their problems and improving the quality of life. (See index Letters of Support)																								
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Coordinate efforts to increase socioeconomic development of families/</li> <li>▪ Special communities per selected municipalities</li> </ul> <table style="margin-left: 40px;"> <tr> <td>Humacao</td><td>9</td> <td>Maunabo</td><td>6</td> <td>Patillas</td><td>4</td> </tr> <tr> <td>Vieques</td><td>6</td> <td>Yabucoa</td><td>6</td> <td>Culebra</td><td>2</td> </tr> <tr> <td>Ciales</td><td>9</td> <td>Corozal</td><td>7</td> <td>Florida</td><td>8</td> </tr> <tr> <td>Morovis</td><td>14</td> <td>Orocovis</td><td>8</td> <td>Utua</td><td>25</td> </tr> </table>	Humacao	9	Maunabo	6	Patillas	4	Vieques	6	Yabucoa	6	Culebra	2	Ciales	9	Corozal	7	Florida	8	Morovis	14	Orocovis	8	Utua	25
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Alignment with Department of Family and other programs and systems that serve children and families throughout their lifetime

Families and Community Wellbeing	
<b>Entity or Program</b>	Project “Redes” (Nets)
<b>Services and Activities</b>	An innovative initiative focused on violence and child abuse prevention in high risk communities. Multidisciplinary team works with community leaders and different entities to: strengthen family bonds; strengthen family-community bond; promote healthy relationships centered in gender equality; guarantee the access of families to basic governmental services; improve the socioeconomic conditions of families
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Refer participants to REDES.</li> <li>▪ Identify participants for the project.</li> </ul>

Families and Community Wellbeing	
<b>Entity or Program</b>	Family in your Community (“Familia en Tu Comunidad”)
<b>Services and Activities</b>	Prevention initiative focused on communities with high child abuse rates. Workshops on child abuse prevention and best practices for raising young children are offered through service fairs conducted in collaboration with city mayors.
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Family referred to preschool services of the Project.</li> </ul>

Family and Community Wellbeing	
<b>Entity or Program</b>	Schools for Peaceful Coexistence and Upbringing (“Escuelas para la Convivencia y la Crianza”)
<b>Services and Activities</b>	Violence prevention initiative that consists of a series of workshops based on peace promotion, healthy coexistence and best practices for child rearing. Residents of high risk communities are trained to become “Peace Promoters” or “Peace Workers”. The project uses the train the trainer model to expand the impact of the project among communities.
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Identify participant families and offer trainings to personnel, families and community members</li> </ul>

Community Wellbeing	
<b>Entity or Program</b>	Alliance Against Child Abuse ("Alianza para la Prevención del Abuso de Menores")
<b>Services and Activities</b>	Communications initiative against child abuse. Under the theme "We are All Allies" the goals are to create awareness of the signs of child abuse; promote the use of child abuse hotline; share responsibility mind frame among all members of society.
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Create awareness of the signs of child abuse within families, community and personnel of the Project</li> </ul>

Community Wellbeing	
<b>Entity or Program</b>	The Interagency Council in Support of the Homeless created by Public Law 130 of 2007
<b>Services and Activities</b>	Organizes community impact activities to provide different goods and services such as food stamps, TANF, and Medicaid program registration, medical screenings, coordination of detox services, workshops, transportation and shelter services, and how to obtain public housing, create a resume and get a job.
<b>Collaboration and Transition</b>	<ul style="list-style-type: none"> <li>▪ Identify hard to reach homeless families with children to participate in the project</li> </ul>

Family health /nutrition	
<b>Entity or Program</b>	Family Market (Mercado Familiar)
<b>Services and Activities</b>	"Sowing, Nurturing and Developing" theme of a collaborative agreement the Departments of Family and Agriculture to promote local agriculture healthy eating habits among participants of the food stamp program (PAN). It is held twice a month to allow them to buy local fruits and vegetables directly from local farmers.
<b>Collaboration and Transition</b>	Promote healthy nutrition among project participants, their families, and communities

The provision of High-Quality Preschool Programs that will be offered through this project will not lead to a reduction of other services provided nor will increase cost to families served. Each program or initiative in the DOH, DF and DE described in the above tables are already taking place through different funding sources and are offered free to participants. These services will continue and will be linked as a collaboration with this project. A continuous connection between these services will provide needed support for healthier children and their families. These initiatives will also provide best practices parenting courses and referrals before their child's entry into the preschool system. Each municipality selected have a high quantity of underserved children within the 200% poverty while having a reduced number of entities providing High Quality Preschool programs.

#### F (2) Kindergarten through third grade

Children with special health and education needs in Puerto Rico receive services through the Department of Health from 0 to 3 years of age and the Department of Education from 3 to 21 years of age. IDEA (Public Law 105-17, Individuals with Disabilities Education Act, United States) establishes the right of children and youths with disabilities to receive a free and appropriate public education, in the least restrictive way, and in accordance to his individualized educational program. This law also establishes the rights of individuals with disabilities.

PR ACT of 1996, as amended, created the Associate Secretariat on Special Education in the PRDE. The Act recognizes the right of children and youths (3 to 21 years of age) with special health care needs to have a free and appropriate public education. The Department of Education is the leading agency for services to the 0 to 3 population with special needs and PRDE is the leading agency for services to the special needs population from 3 to 21 years of age.

To guarantee a successful transition to kindergarten, the PRDE has developed activities that include children visits to receptor schools at least two times a year. Within a relaxed environment, children begin to connect to the kindergarten process. The DE Pre –K curriculum include best practices based on early childhood standards: curriculum based in new sociology and a postmodern perspective of the child, appropriate practices from NAIEC, constructivist- ecological focus,

comprehensive curriculum, authentic and comprehensive evaluation processes, safe, healthy and peaceful environments, investigation key for learning, teachers highly qualified teachers and integration of families and communities.

A continuity of services is offered from kindergarten to third grade. This pathway prepares students to succeed in school and facilitates their promotion to third grade. The K-3 curriculum and educational materials are aligned to the grade standards and expectations. PRDE's Early Childhood Program include other resources for curriculum support: real and authentic literature, nutrition programs, technological tools and activity notebooks among others, while incorporating students with special health care needs. The student designs his own educational experience, as a mean to enhance his learning. The curriculum will be strengthened through Preschool Development Grant Program in three important areas: 1. Improvement of learning strategies and assessments to evaluate teacher quality; 2.Improvement of family and community engagement and, 3. Development of learning center for family and community development.

PRDE Pre-K Program hires high quality teachers certified in early childhood teaching. Highly certified teacher assistants will be hired for each classroom as part of the Preschool Development Grant Project. Another important activity of the Preschool Development Preschool Project will be the expansion of the Statewide Longitudinal Data System. PRDE's will incorporate preschool and kindergarten classrooms into PASITOS assessment system to determine if they comply with high quality standards.

The continuity of learning experiences from kindergarten to third grade include the model of Curriculum Integration and a rotation of Blended Learning Strategy. To use this strategy, the room is divided into three main areas: 1. Interactive area for the use of technological tools, 2. Learning Centers – Organization model of the room in development areas: reading and writing, mathematics, social studies, science, English and other languages, physical education and fine arts; 3. Problem based learning (PBL), a methodology in which learning is based on students investigations to obtain the solution of a problem; 4. Data based assessments.

Parent and caregivers integration is essential to the child success so the following activities will be integrated: parents and caregivers resource database, volunteerism, home based learning, parenting skills programs, school decision making, and community collaboration among others. Information

centers will be established in each selected municipality. A free web page will be accessible to parents and community members to download comprehensive resources, links to available services and parents will be able to access student academic information.

PRDE Administrative Order # 15 2013-2013 regulates for the effective integration of parents and caregivers to the school and educational processes of their children. It defines participation and integration: family integration to school environment, effective cohabitation, support for student's success, parental empowerment, shared power, collaboration with school. Each school is responsible of enhancing parents' participation in: the development of a capacity building plan, referral to required services, counseling on children's academic, emotional and social development achievement, counseling on available services, Parents Teachers Association (PTA) and strengthening of parents' advisory councils.

PR DE Administrative Order on Public School Retention of Students (*# 16-2013-2014*) includes some activities designed to encourage school retention. These activities include: smooth and safe transitions including academic, social and emotional aspects, development of an effective learning environment, new attractive academic offers, recruitment and training of teachers to work with high risk situations and support student organizations. To guarantee the continuity of services a Mobile Center for School Retention ("Centro Móvil de Atención para la Retención Escolar") will be created. The "School for All" initiative is part of the School Retention program and will consist of after school programs and support for parents and caregivers engagement.

Puerto Rico's Preschool Development Grant Program will foster ongoing collaboration between PRDE Early Learning Division, Head Start and Child Care Programs to promote the educational and development gains of eligible children. Roundtables are being held in San Juan and Humacao School Regions to establish collaboration links between Head Start Program and the PRDE Early Childhood Education Program. Through the Preschool Development Grant Roundtables will be replicated to reach all PRDE regions.

Extending access to Full-Day kindergarten in the selected high need clusters will sustain children's gains acquired through the proposed Preschool Development Plan. At the present time nearly 70% of all PRDE kindergartens have alternate hour's schedules.

The selection of participating schools will take into consideration the schools with a full time kindergarten service program. There are a total of 112 elementary schools in the selected high need clusters.

**Table 15: Elementary Schools by Municipality in High-Need Clusters**

<u>South- East Cluster</u>	No. of Schools
<b>MUNICIPALITY</b>	
Culebra	1
Humacao	18
Maunabo	4
Parillas	9
Vieques	5
Yabucoa	16

<u>North- Center Cluster</u>	No. of Schools
<b>MUNICIPALITY</b>	
Ciales	10
Corozal	11
Florida	3
Morovis	11
Orocovis	12
Utado	12

To increase the percentage of children who are able to read and do math at grade level by the end of third grade this proposal will use available data from the Statewide Longitudinal Data System and use as a starting point the results of the 2014 Puerto Rican Achievement Tests for third graders. Spanish Language Scores for all students were: Pre-Basic Level 9%, Basic 36%, Proficient 22% and Advanced 33%. This results reveled a need to strengthen reading comprehension and written communication.

The 2014 Math Scores were: Pre-Basic 5%, Basic 25%, Proficient 25% and Advanced 45% thus showing there is a need to strengthen content on numeration and operations, measurements, analysis, probability and data. PRDE will be developing strategies in needed areas: teachers' professional development, high quality learning contents, time management for individualized teaching, parents support from the classroom, use of Science, Technology, Engineering and Math (STEM) strategy since Pre-K and Kindergarten and other suggested activities.

The basis for quality education resides in the first years of life, birth, their first experiences with caregivers, to preschool and the first grades. It is important to train teachers on effective strategies to enhance the learning. Puerto Rico Preschool Development Project proposes to integrate new teaching tendencies and technological tools in the teaching-learning process. Blended Learning program facilitates an effective combination of different teaching models and styles based on an effective communication with all areas of the classroom Alvarez (2005). It proposes a mix of different resources, including technologic tools and face to face sessions to get effective learning. Blended Learning represents a change in the teaching strategies. The PRDE expects to use this strategy in the clusters selected from Pre-K to Third Grade.

As part of the teaching transformation proposed through Puerto Rico's Preschool Development Grant interactive centers of academic investigation will be established within the participating classrooms. These centers will have interactive tools such as laptops, tablets, boards and supplementary materials that will provide a rich environment that stimulates language development and math skills as well as interactive lab equipment and other teaching tools.

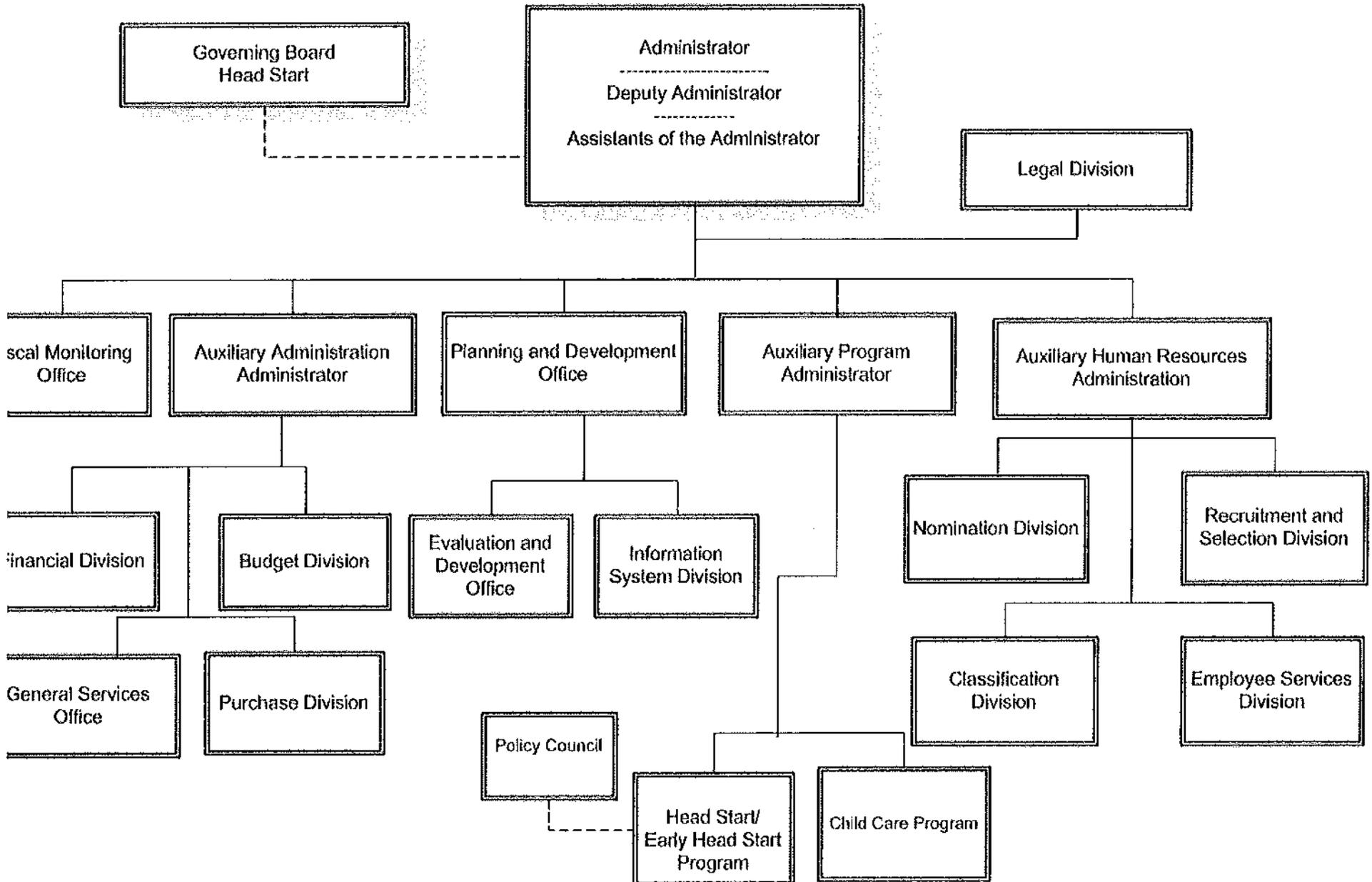
Each classroom will be redesigned to have six investigative centers: 1. Science and Math; 2. Language (Spanish and English), 3. History and Fine Arts; 4. Technology; 5. Physical Education and Health; 6. Investigation. Each station will have a maximum of six students that will rotate to explore different themes, reading texts, images and skill building activities. Students will develop motor skills (fine or gross) in face to face interventions and virtual elements. The activities will guide the students to develop skills needed in basic content matter as established in the Early Learning Standards and Expectations for each grade. Each classroom will also have a Reading Corner for students to explore multiple themes depending on their interests and abilities. This space will also be used to promote active reading skills and enjoyment.

To assess the progress of participants while using these strategies, a standardized evaluation will be designed to measure the knowledge gained by students. This evaluation will allow to measure results effectively and precisely. At the same time, will provide data needed by teachers in the decision making process to effectively plan their lessons. The standardized evaluation will establish pre and post-test as base-line data. The system will provide results every four weeks to monitor and adjust the academic achievements of the students.

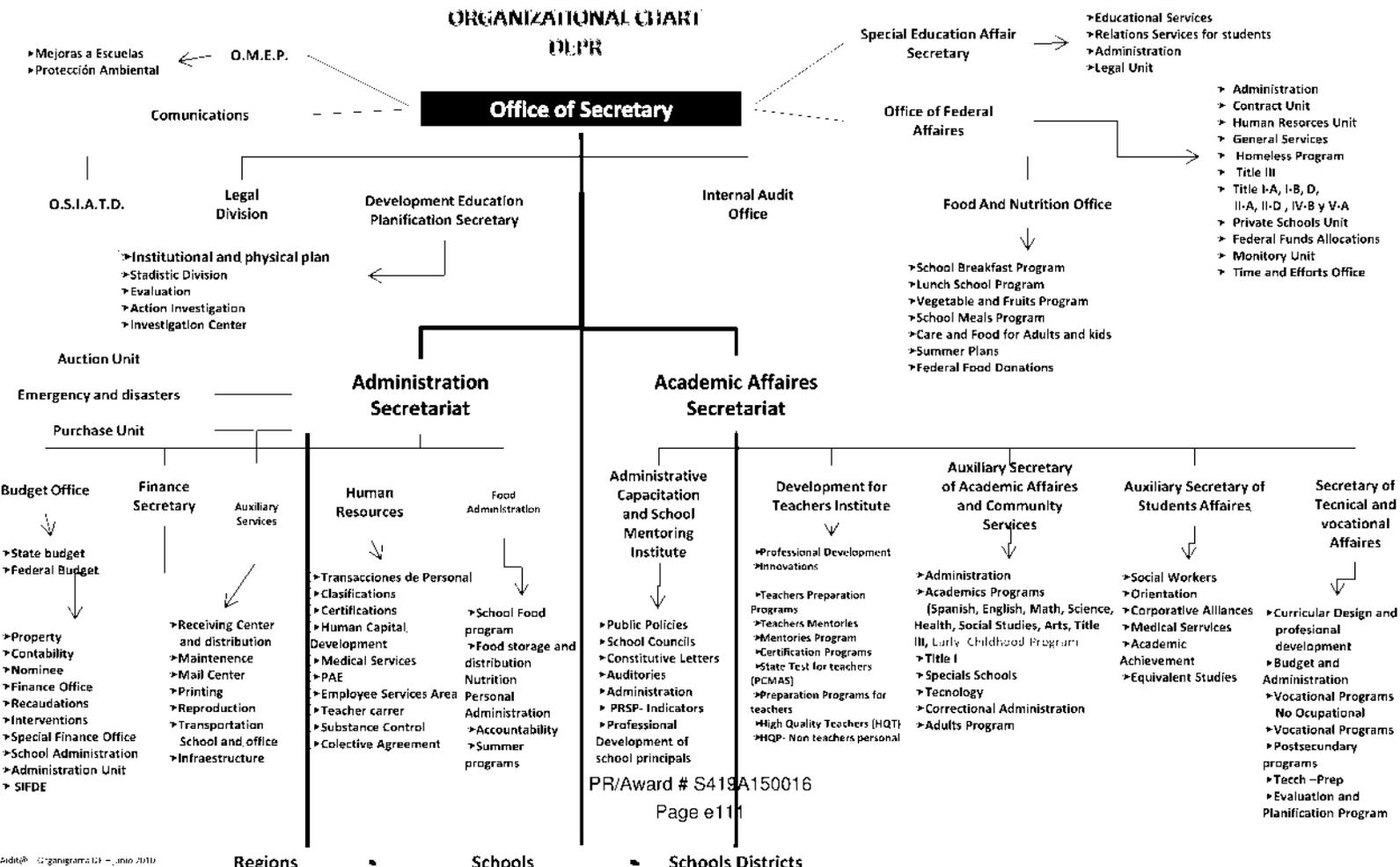
The Preschool Development Grant Program will provide the means to: 1. Measure the effectiveness of the learning process in the data based investigation; 2. Monitor the effective use of standards and expectative for each grade; 3. Supervise classroom compliance for quality of services to students; 4. Work towards the retention of students and their families; 5. Special Education and linguistic limitation students inclusion with differentiated education strategies and development on comprehensive services as needed; 6. High quality interagency integration of services and maximization of services; 7. Utilization of Schools as learning communities in collaboration with municipalities, government agencies and other non-government entities; 8. Fathers, mothers and caregivers integration to the learning processes of their child; 9. Integrated curriculum with the use of technology, Problem based Learning Strategies and Learning Centers; 10. Professional capacitation of teachers, assistants and other support personnel for early childhood program; 11. Evaluate the results of this Proposal and modify if necessary and 12. Publish the results of this Program to further contribute to the strengthening of Puerto Rico's early childhood system of services.

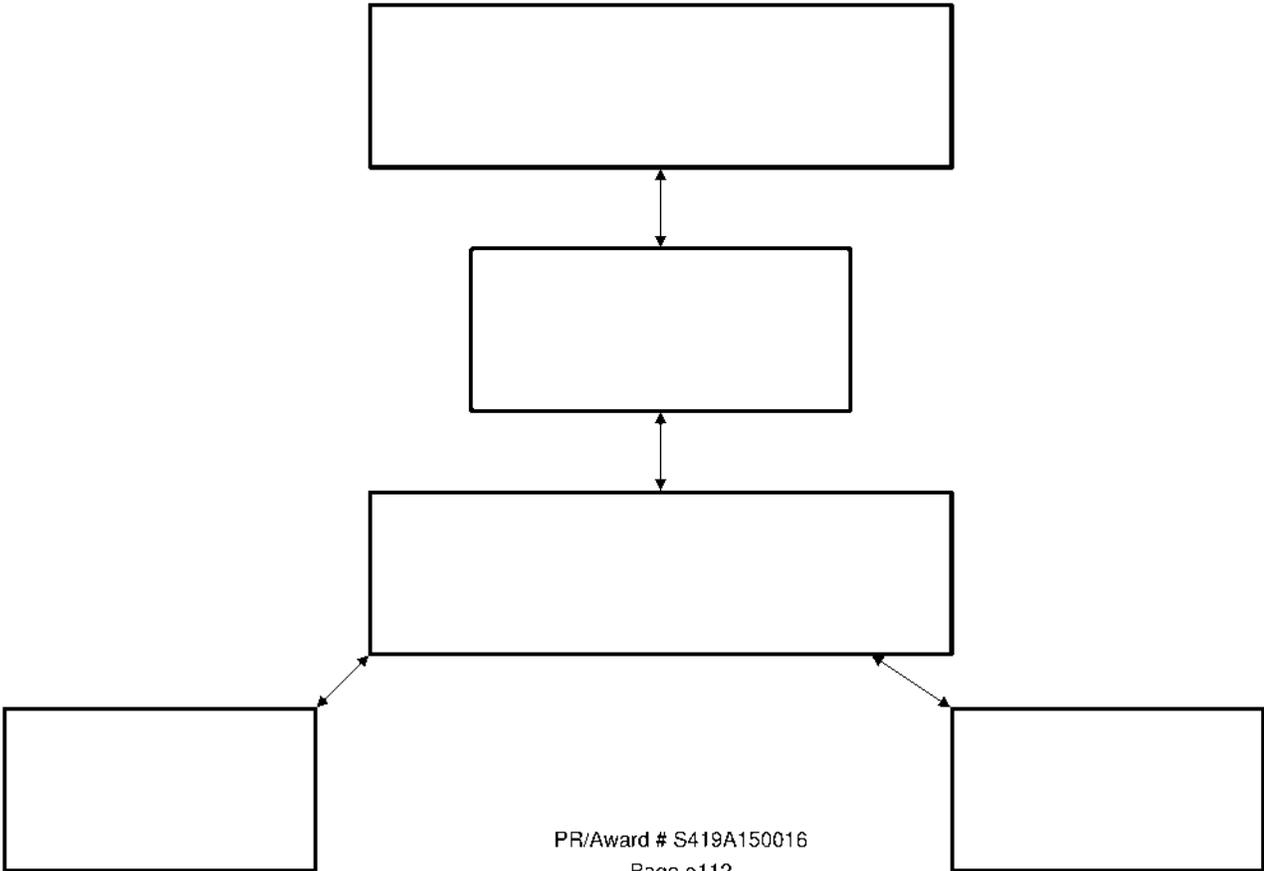


**ADMINISTRATION FOR INTEGRAL CHILD CARE AND DEVELOPMENT**  
**ORGANIZATIONAL CHART**



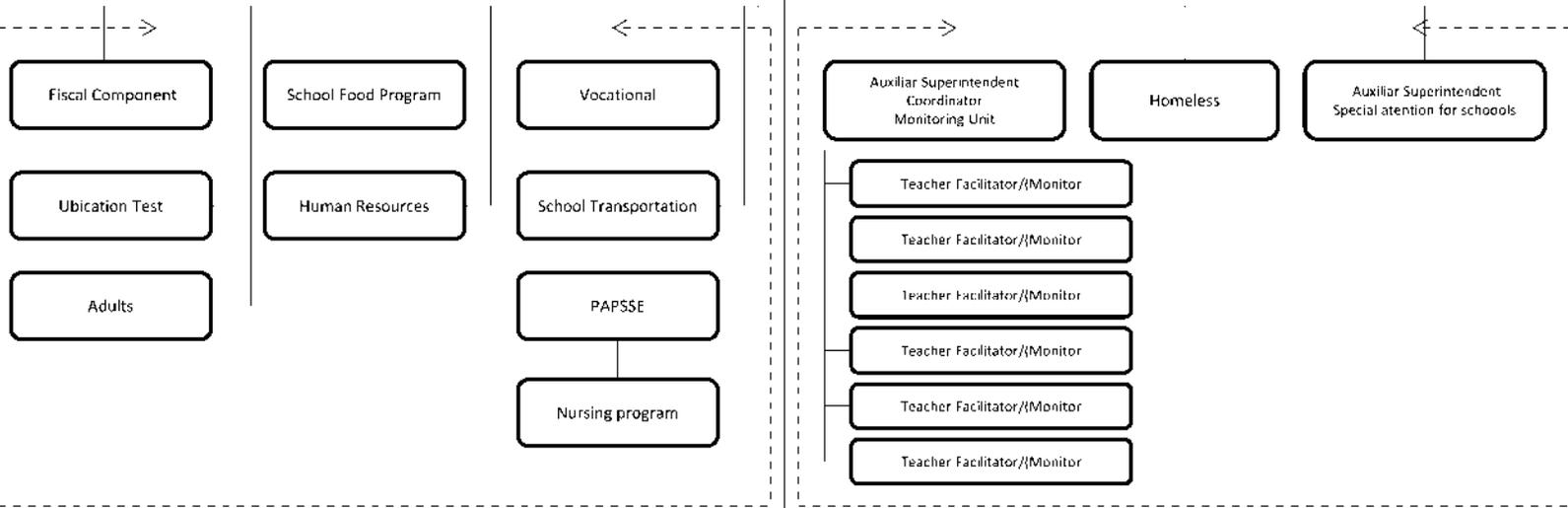
**ORGANIZATIONAL CHART  
DEPR**





## Regional Organizational Chart

Regional Director



ESTATAL

FEDERAL

Educación Especial  
Director Ejecutivo

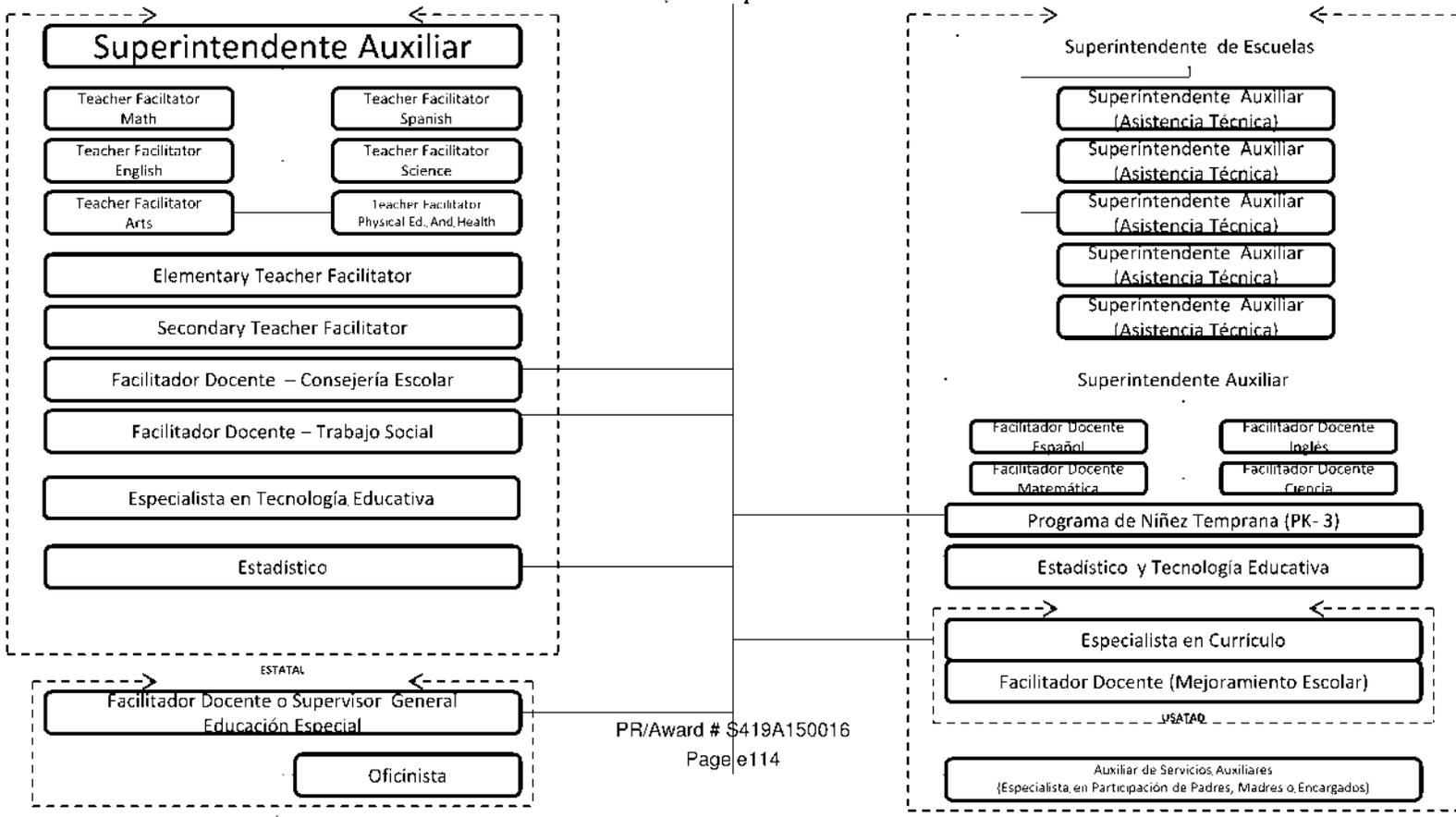


EDUCACIÓN ESPECIAL

PR/Award # 3419A150016  
Abre Award # 3419A150016  
Tecnológica Page 113 Evaluación & Terapia

# School district Organizational Chart

School Superintendent  
Ayudante Especial III





ESTABLECIMIENTO ASOCIADO DE  
**PUERTO RICO**  
 DEPARTAMENTO DE EDUCACIÓN

**Results of the administration of the pre and posttest by regions**  
**Academic year 2013-2014**  
**Early Childhood Program**  
**Kindergarten program**

Data entry: 13,591 students  
 Mastery of skills

Región	Cognitive Development		Time		Measure		Geometric		Visual Concept		Initial Sound Recognition		Motor Development		Colors		0-20 Numbers		Body Parts	
	August	May	August	May	August	May	August	May	August	May	August	May	August	May	August	May	August	May	August	May
Arecibo	59%	93%	3%	65%	82%	97%	13%	74%	70%	98%	4%	65%	46%	93%	76%	99%	17%	79%	79%	98%
Bayamón	52%	89%	4%	63%	78%	96%	10%	73%	67%	94%	8%	68%	46%	93%	77%	96%	9%	77%	71%	94%
Caguas	57%	91%	3%	65%	71%	95%	9%	77%	56%	90%	7%	67%	47%	90%	77%	95%	8%	79%	71%	96%
Humacao	50%	91%	5%	65%	74%	97%	10%	77%	65%	95%	9%	61%	47%	91%	71%	97%	9%	77%	66%	99%
Mayaguez	54%	91%	4%	64%	78%	96%	11%	73%	69%	93%	9%	67%	50%	92%	72%	97%	9%	81%	72%	96%
Ponce	48%	91%	4%	70%	72%	99%	11%	80%	59%	95%	9%	68%	44%	91%	73%	98%	10%	82%	63%	99%
San Juan	51%	88%	6%	55%	75%	92%	14%	65%	63%	90%	7%	55%	44%	89%	74%	95%	9%	73%	74%	94%
<b>Total</b>	<b>53%</b>	<b>96%</b>	<b>4%</b>	<b>63%</b>	<b>75%</b>	<b>96%</b>	<b>11%</b>	<b>74%</b>	<b>64%</b>	<b>93%</b>	<b>7%</b>	<b>64%</b>	<b>46%</b>	<b>91%</b>	<b>74%</b>	<b>96%</b>	<b>10%</b>	<b>78%</b>	<b>70%</b>	<b>96%</b>

INTERAGENCY AGREEMENT  
BETWEEN  
THE EARLY HEAD START AND HEAD START GRANTEES  
AND  
THE PUERTO RICO DEPARTMENT OF HEALTH  
FOR THE  
EARLY INTERVENTION SERVICES SYSTEM  
PART C OF IDEA (P.L. 105-17)

The Puerto Rico Early Head Start and Head Start grantees and the Puerto Rico Department of Health are mutually committed to the implementation and continuity of an island-wide, comprehensive, coordinated, multidisciplinary, and interagency system of early intervention services for infants and toddlers with disabilities ages birth through two, inclusive, and their families. In order to enhance Puerto Rico's capacity to provide quality early intervention services, and to expand and improve existing early intervention services, a concerted effort of interagency cooperation and collaboration is necessary to ensure an appropriate array of services. Partnerships between Early Head Start and Head Start grantees and Avanzando Juntos, Puerto Rico's Early Intervention Services system for infants and toddlers with disabilities under Part C of IDEA, help to ensure appropriate reciprocal referrals, timely development of service plans, smooth and effective transitions, and the implementation of comprehensive, coordinated, community based services utilizing all available and appropriate resources.

The Directors of the Early Head Start and the Head Start grantees and the Secretary of the Department of Health hereby pledge to provide leadership and support to joint initiatives that will facilitate the effective and efficient delivery of early intervention services for all eligible infants and toddlers with disabilities ages birth through two, inclusive, and their families.

**SIGNATURES OF GRANTEE AND AGENCY REPRESENTATIVES**

(b)(6)

Secretary of the Department of Health

(b)(6)

Angel M. Sánchez Bermúdez  
Mayor  
Santa Isabel Municipality  
Early Head Start Grantee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## II. ENABLING LEGISLATION

This agreement ensures compliance with Puerto Rico law and Federal law, including the following:

- A. Head Start Performance Standard Regulations 1304-1305-1308 and other applicable sections
- B. 42 U.S.C., Chapter 105 - Subchapter II - Head Start Programs
- C. 45-CFR Part 1304, Program Performance Standards for the Operation of Head Start Programs by Grantee and Delegate Agencies
- D. 45-CFR Part 1308, Head Start Performance Standards on Services for Children with Disabilities
- E. 45CFR Program Performance Regulation Eligibility Recruitment Selection Enrollment
- F. P.L. 105-17; "Individuals with Disabilities Education Act" (IDEA), as amended.
- G. Puerto Rico Law 51, June 7, 1996, "Assistant Secretariat for Integrated Educational Services for Persons with Disabilities".
- H. The Education Department General Administrative Regulations (EDGAR), as applicable.

## III. DEFINITION OF TERMS

- A. **Assessment** means the ongoing procedures used by appropriate qualified personnel throughout the period of a child's eligibility under IDEA to identify-- (i) The child's unique strengths and needs and the services appropriate to meet those needs; and (ii) The resources, priorities, and concerns of the family and the supports and services necessary to enhance the family's capacity to meet the developmental needs of their infant or toddler with a disability.
- B. **Avanzando Juntos** means the Puerto Rico Part C Early Intervention Services System.
- C. **Days** refer to either calendar or working days. If there is no other designation, the word days means calendar days.
- D. **Early Head Start** means a private or public agency, community oriented, that receives federal funds to provide extensive, inclusive; intensive, continuous services and facilitate the development of the infant, support roles of the family, and promote individual self-sufficiency directed to low income families with children younger than three-years-old and pregnant women.
- E. **Early intervention services** means services that are designed to meet the developmental needs of each child eligible under Part C and the needs of the family related to enhancing the child's development. These services are selected in collaboration with the parents; and are provided under public supervision by qualified personnel. There are a variety of types of personnel who can provide Part C services. These services must be provided in conformity with an individualized

- child; (3) A personal identifier, such as the child's or parent's social security number; or (4) A list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.
- O. **Procedural Safeguards** means the activities of the lead agency in establishing or adopting procedural safeguards that meet the requirements of this subpart; and ensuring effective implementation of the safeguards by each public agency in the State that is involved in the provision of early intervention services under IDEA.
- P. **Qualified** means that a person has met State approved or recognized certification, licensing, registration, or other comparable requirements that apply to the area in which the person is providing early intervention services or special education and related services.
- Q. **Referral**: For the purposes of this document, referral means:
1. The early and timely referral to Part C of a potentially eligible child. Referrals to Part C must be made within 2 working days after a child has been identified.
  2. The referral of a child and family to appropriate community supports and services, including Early Head Start and Head Start, identified in the Individualized Family Service Plan (IFSP).
  3. Timely sharing of information and documentation, with informed written parent consent, with the local public school by Avanzando Juntos and Early Head Start agencies for the purposes of Part B preschool services eligibility determination.
- R. **SICC** is the State Interagency Coordinating Council as required by Part C of IDEA, responsible to advise and assist the Department of Health, as the lead agency for Part C, IDEA, in the implementation of a system of services of early intervention for infants and its families, coordinated, multidisciplinary, centered in the family and with link to the community.
- S. **Service coordination** is one required service that each eligible child and their family receives and means the activities carried out by a service coordinator to assist and enable a child eligible under Part C and the child's family to receive the rights, procedural safeguards, and services that are authorized to be provided under the Commonwealth's early intervention program.
- T. **Surrogate Parent** means an individual to act as a surrogate for the parent to ensure that the rights of children eligible under Part C are protected if: 1) no parent can be identified, 2) the Department of Health, after reasonable efforts, cannot discover the whereabouts of a parent, or 3) the child is a ward of the Commonwealth. The Department of Health is responsible for identifying the need for a surrogate parent and the Department of Family is responsible of assigning a surrogate parent to the child. Surrogate parent may include the child's foster parent or grandparent who is caring for the child in the absence of the parent. It

D. Interagency cooperation and coordination

No single agency can or should be expected to deliver the full array of possible services that families and children with disabilities need. Each agency offers its own unique set of skills, experience and expertise. The scope of the early intervention system is such that the child and family will need the resources of all agencies. Therefore, the success of the system is dependent upon interagency cooperation and coordination at the Commonwealth, regional and local levels, both in providing and paying for appropriate early intervention services.

E. Maintenance of effort and non-supplanting funds

According to 34 CFR §303.124, P.L. 105-17, Part C funds are to be used to supplement the level of the Commonwealth and local funds expended, and in no case to supplant state and local funds. Maintenance of effort means an amount budgeted equal to or greater than the amount of total Commonwealth and/or local funds expended for early intervention services in the most recent preceding fiscal year.

F. Parent-professional collaboration

It is important to represent the values and beliefs of a variety of people involved in Avanzando Juntos, Early Head Start and Head Start as we collaborate together to design, develop, implement and evaluate quality services for eligible children and their families. This collaboration is evidenced by our mutual efforts to have family members as trainers, service coordinators, and staff at the Commonwealth and local levels. Further, we advocate this collaboration through our participatory membership in various Task Forces, sub-committees and other groups working on system improvement issues.

G. Non duplication of effort

In order to maximize all available resources, the parties to this agreement recognize that it is important to identify activities in which there may exist some duplication of effort between the programs, or activities that may be combined in order to be more cost effective or respond to a greater need. Specific areas where the Department of Health and Early Head Start and Head Start at the state and local level agree to coordinate resources and to collaborate are identified in this agreement within the topical sections.

H. Provision of services based upon the developmental needs of the child, the family priorities, and the needs of the family to enhance their child's development. Services in Part C of IDEA are made available and provided to the child and family with these priority outcomes: 1) to maximize the family's capacity to respond to the developmental needs of their child, and 2) to address the individual and unique needs of the child from a developmental perspective, emphasizing the acquisition of skills and abilities through the child and family's daily routines, activities and settings.

advocate associations, and other organizations. The public awareness system must have coverage broad enough to reach the general public, including those who have disabilities; and includes a variety of methods for informing the public about the provisions of Part C.

The public awareness program must provide for informing the public about: (a) The State's early intervention program; (b) The child find system, including (1) The purpose and scope of the system; (2) How to make referrals; and (3) How to gain access to a comprehensive, multidisciplinary evaluation and other early intervention services; and (c) The central directory. Under the Part C system redesign, the Department of Health has created a new system of identification and visibility for general marketing island-wide. The new system name, Avanzando Juntos, has been widely publicized in new promotional materials focusing on the early identification of children who are eligible to receive early intervention services under Part C. Materials for parents and primary referral sources regarding the availability of early intervention services have been distributed by the lead agency, especially to hospitals and physicians.

The Early Head Start and Head Start grantees and the Puerto Rico Department of Health agree to distribute brochures and informational materials on services available to families with children up to the age of 21, including Avanzando Juntos, to local agencies personnel, local referral sources and families. The Early Head Start and Head Start grantees will provide information in writing, on an annual basis, to the Department of Health regarding the materials that are distributed island-wide including the general audiences targeted.

The Early Head Start and Head Start grantees and the Puerto Rico Department of Health jointly agree to the following:

1. The Department of Health agrees to work with the Early Head Start and Head Start grantees to develop materials appropriate to mutually determined target audiences.
2. The Early Head Start and Head Start grantees and the Puerto Rico Department of Health shall work together to ensure that public awareness materials are actively distributed locally to the variety of stakeholder groups as set forth in the Federal regulations.

#### B. CHILD FIND

Pursuant to 34 C.F.R. 5303.321 of Part C of IDEA, the Puerto Rico Department of Health is each responsible for ensuring that there is a comprehensive child find system to locate and identify all eligible children ages Birth through 2. The Department of Health as the Part C lead agency, with the advice and assistance of the Puerto Rico Interagency Coordinating Council, is responsible for developing and maintaining a Child Find system that is consistent with Part B of the Act. In States where the State Educational Agency (SEA)

2. Train personnel at Commonwealth, regional and local levels to participate in the comprehensive child find system to ensure identification and referral of children ages birth through 2 with disabilities and their families to Avanzando Juntos.
3. Provide at least one Orientation Session annually in each of the seven Department of Health Regions.

Referral: It is the responsibility of both the Early Head Start and the Head Start grantees and the Department of Health to ensure that referrals to Avanzando Juntos from the local Early Head Start and Head Start programs are made in a timely manner to the local Pediatric Center responsible within the region. Part C system points of entry and exit are located on each of the seven Pediatric Centers for Habilitation Services of the Department of Health located throughout the Island. For the purposes of this section, timely means that referrals to Avanzando Juntos will be made within two (2) working days for a child who may benefit from early intervention services and is known to the local Early Head Start or Head Start program.

Specific to referrals of children under the age of three:

1. Referrals are made through the system point of entry and exit into the Part C early intervention system.
  - a. If a parent initially contacts a local Early Head Start (EHS) or Head Start (HS) program inquiring about or with an interest in receiving services, the EHS/HS staff shall inform the parent about the Part C system on the Island, including information about the procedures for referral to Part C. The EHS/HS staff shall also make available general information on the family's rights under Part C and contact information for the local system point of entry.
  - b. The EHS/HS program is responsible for forwarding identifying information to the appropriate Pediatric Center within two (2) working days of any child who may benefit from early intervention, and for giving the parents information about how to contact the appropriate Pediatric Center. The Department of Health will provide the EHS/HS grantees these written materials, to include a brochure describing Avanzando Juntos and also a brochure detailing the family rights, opportunities and responsibilities.
2. Once the Pediatric Center receives the identifying information on a specific child from an EHS/HS program, the Avanzando Juntos System Point of Entry/Exit at the Pediatric Center contacts the family and confirms the receipt of the referral to the referring EHS/HS program.

the evaluation for eligibility and assessments in 34 C.F.R. § 303.322, and other persons the family designates.

Ongoing IFSP review and evaluation is facilitated by the service coordinator and includes the family and other persons, including EHS personnel, as determined appropriate. Participation in an IFSP review or evaluation of a person or persons directly involved in conducting the evaluation for eligibility and assessments may be through submission of a written report, conference call, or the participation of a provider representative.

Specific to the development of the IFSP for children participating in Early Head Start programs:

1. When young children are dually eligible for both, Avanzando Juntos and EHS, the IFSP will reflect the integrated services provided to address the developmental needs of the child and the concerns of the families based upon their priorities.
2. With the prior written informed consent of the parent, Avanzando Juntos will invite EHS personnel to participate in the development of the initial IFSP.
3. At the initial IFSP meeting the outcomes, strategies and activities will be established, considering the priorities of the family. Services recommended for addressing the outcomes and the responsibilities for the services recommended in the IFSP will also be established according to the rules of each program (Avanzando Juntos and EHS). This document will be utilized for both, Avanzando Juntos and EHS, as the only plan, to avoid the duplication of services provided to the child and its family.
4. The IFSP will serve as the planning and services document for Avanzando Juntos and EHS. The IFSP will be revised as many times necessary, with review at least each six months and annual evaluation with the participation of EHS and Avanzando Juntos. The IFSP may be revised more frequently as determined by the family or other members of the IFSP team.
5. With prior written informed consent of the parent, Avanzando Juntos will invite, in writing and with appropriate timelines, EHS personnel to participate in each of the periodic and interperiodic meetings and discussions related to the outcomes and services in the ISFP of a child who is dually enrolled in both programs, and the child's family.

Specific to the development of the IFSP for children that may be eligible but not participating in Early Head Start programs:

1. Avanzando Juntos, with the parents informed written consent, will refer to EHS in any moment those children that have an IFSP. A copy of the IFSP, the documentation of eligibility form and the demographic data form will be included with the referral.

The Puerto Rico Department of Health agrees to:

1. Ensure that services requested of the EHS/HS programs are essential in order to comply with the IFSP and to ensure the provision of such services in a timely manner.
2. Provide Part C services for those children and families meeting the eligibility criteria.

#### G. TRANSITION FROM THE PART C, EARLY INTERVENTION SERVICES SYSTEM TO PRESCHOOL PROGRAMS AND SERVICES

Transition is the active process of planning and preparation to ensure the successful participation of children and families in new settings or services, including Head Start grantees and other pre-school programs when the child turns (3) years of age, based upon their identified needs. The transition should be anticipated and planned for in the Individualized Family Service Plan based on the guidelines described in the Puerto Rico Part C state plan.

##### Transition to Part B Preschool Special Education Services:

Children participating in early intervention services under Part C, and who will participate in preschool programs assisted under Part B, shall experience a smooth and effective transition to Head Start and Part B preschool programs in a manner consistent with 34 C.F.R. §637(a)(8). By the third birthday of such a child, an individualized education program (IEP) has been developed and is being implemented for the child. The local educational agency will participate in transition planning conferences arranged by the Department of Health under 34 C.F.R. §637(a)(8). The chart on page 16 provides a detailed illustration of the Part C transition process timelines and procedures for informing and referral to the DOE prior to the child's third birthday.

##### Specific to transition to Part B of IDEA Preschool Program of children participating in both, Avanzando Juntos and EHS:

1. Avanzando Juntos and the Early Head Start programs are committed to a smooth and effective transition from the early intervention program to Head Start and the Part B preschool special education program.
2. To ensure coordination on transition matters, the Early Head Start programs will support and participate with the Puerto Rico Department of Health in the implementation of the procedures to facilitate transition from the early intervention program (Part C) to the Head Start Program and/or to the Part B preschool program jointly developed by the Departments of Health and the Department of Education to ensure that there is no unnecessary disruption in services for eligible children and their families.

**INFORMING THE DOE**

**TIMELINE:** Immediately after the development of the initial IFSP.

**PURPOSE:** To provide child information to the Department of Education so that they can better plan their resources and supports to meet the needs of children who will/may be entering their system within the next year.

**PROCEDURE:** 1) Inform the family of the HESIP data report to the DOE. 2) The Central Office of the Department of Health will electronically transfer to individual child summary information to the central office of the Department of Education for the purpose of planning and preparation for anticipated needs within the Department of Education. (See HESIP data detail.)

**NOTE:** The federal regulations permit personally identifiable information to be shared from Part C to Part B under Sec. 303.148 (b)(1) without parent consent. This information to be shared with the DOE bi-weekly throughout the child's enrollment in Part C.

**REFERRAL TO THE DOE FOR PART B ELIGIBILITY DETERMINATION**

**TIMELINE:** NO LESS than 120 days and up to one year prior to the child's 3<sup>rd</sup> birthday.

**PURPOSE:** The formal act of requesting an evaluation for eligibility for Part B, preschool special education services, at or prior to the child's 3<sup>rd</sup> birthday. This referral must be made by the Avanzando Juntos Service Coordinators to the Centers for Orientation and Continuous Registration (CORC)/School District (SD) at least 120 days prior to the child's 3<sup>rd</sup> birthday, and may be made up to one year prior to this date if appropriate.

**BIRTH TO 32 MONTHS**

**PROCEDURE:** Avanzando Juntos will, with prior written and informed parent consent, provide written referral to the CORC/SD of the child's residence formally requesting the evaluation for eligibility for Part B, preschool special education services. This referral will be accompanied with:

1. A copy of the most recent demographic data summary
2. A copy of the most recent documentation of eligibility for Part C
3. A copy of the most recent integrated assessment summary
4. A copy of the most recent IFSP
5. A copy of the most recent quarterly progress reports
6. Other materials and documentation as appropriate and available to assist to determine eligibility.

This packet, together with the referral form, is sent to the Special Education Director at the CORC or at the School District. The Special Education Director forwards this packet to the Preschool Services Coordinator who will alert the appropriate DOE officials and work with the Avanzando Juntos Service Coordinator to schedule the transition planning meeting.

**NOTE:** If the family declines consent for Part B referral, Avanzando Juntos will advise them of the consequences of their refusal (e.g. the potential loss of services at age three) and assist the family, through transition planning, to identify and link up with community resources and supports to address their child's continuous needs.

**33 MONTHS TO 36 MONTHS**

**PROCEDURE:** Avanzando Juntos will receive the referrals and, with informed parent consent, refer the child to the CORC/SD of the child's residence formally requesting the evaluation for Part B, preschool special education services. Avanzando Juntos will proceed with Part C eligibility determination.

**NOTE:** If the family declines consent for referral to Part B, Avanzando Juntos will complete Part C eligibility determination and IFSP development with the focus on the transition activities to occur at or prior to age three.

**TRANSITION MEETING PLANNING**

**TIMELINE:** NO LESS than 120 days and up to one year prior to the child's 3<sup>rd</sup> birthday.

**PURPOSE:** The formal activities that ensure that a transition meeting is convened by Avanzando Juntos. The Avanzando Juntos Service Coordinator, the family and the Preschool Services Coordinator will share information and jointly schedule a transition meeting. It is strongly encouraged that these activities happen well before 120 days prior to when the child turns three.

**PROCEDURES:**

1. The Avanzando Juntos Service Coordinator and Preschool Services Coordinator share information and schedule the transition meeting with the family. The Preschool Services Coordinator will assure that the Child is registered at the DOE and if not, assist the family with the registration process.
2. Part C and Part B personnel will coordinate schedules for these activities on a regional basis so as to avoid schedule confusion.
3. Written notification to participants no less than 10 working days.

**PROCEDURE:** The Avanzando Juntos Service Coordinator, the family and the Preschool Services Coordinator share information and schedule events to include Part B eligibility and IEP planning.

**TRANSITION MEETING**

**TIMELINE:** NO LESS than 90 days, and up to 6 months prior to the child's 3<sup>rd</sup> birthday.

**PURPOSE:** The formal meeting convened by Avanzando Juntos for the development of a plan to ensure a smooth transition from Part C to Part B preschool special education services. It is strongly encouraged that this meeting happens well before 90 days prior to when the child turns three.

**PROCEDURES:**

- OPTION 1:** The Transition Meeting is held at a mutually agreed time and location to discuss Part B eligibility determination and discuss an individualized transition plan.
- OPTION 2:** The routinely scheduled meeting to review or evaluate the IFSP will include representatives from the DOE, including the Preschool Services Coordinator, to address eligibility to Part B and discuss an individualized transition plan.

**PROCEDURE:** The Transition Meeting is held at a mutually agreed time and location to discuss Part B eligibility determination and discuss an individualized transition plan. The IEP meeting will be scheduled during this transition meeting.

**IEP DEVELOPMENT**

**TIMELINE:** Prior to the child's 3<sup>rd</sup> birthday.

**PURPOSE:** The DOE must have an IEP developed and services in place by the child's third birthday.

**PROCEDURES:**

Once the child is determined eligible for Part B, the DOE will schedule and complete an IEP meeting. Avanzando Juntos must assure a transition plan from Part C is in place through the IFSP process. Part C personnel may participate in the IEP planning meeting.

**PROCEDURE:** Within 60 days of referral to Part B or prior to the child's 3<sup>rd</sup> birthday, the CORC/SD will complete eligibility determination and develop and IEP for the child with services in place when the child turns age three if not before.

3. Annually evaluate the progress of timely transition referrals Island-wide and develop improvement plans with timelines, supported by joint training, where necessary.

#### Transition into and within Avanzando Juntos

The EHS/HS grantees and the Department of Health jointly agree to:

1. Ensure continuous communications to facilitate the timely referral, eligibility determination and IFSP development and implementation for eligible children in Avanzando Juntos.
2. As changes occur for dually enrolled children, both entities will comply with the IFSP process and timelines and ensure the development and implementation of a transition plan as required when adding, terminating or modifying a needed service in the IFSP.
3. Coordinate efforts to support families and ensure the successful participation of the child and family in all transitions.

#### H. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

The Comprehensive System of Personnel Development, or CSPD, required by both Parts C and B of IDEA, helps to ensure that there are appropriately trained personnel to provide the required services according to the Federal and state regulations. CSPD provides support in an ongoing manner through in-service and technical assistance efforts that are linked with continuous quality improvement efforts. CSPD also includes efforts in conjunction with a variety of post-secondary institutions to ensure that pre-service education in all related fields includes current research and knowledge of effective practices, regulatory and policy issues, and procedural safeguards.

The Early Head Start and Head Start grantees and the Puerto Rico Department of Health jointly agree to:

1. Provide cross-agency training at Commonwealth, regional and local levels.
2. Train Early Head Start and Head Start programs personnel, with technical assistance from the Department of Health, in the philosophy and practice of the IFSP family-centered services, and provision of services in natural environments as developed by the Department of Health.
3. Ensure that personnel serving infants and toddlers with disabilities and their families are appropriately trained and certified under Puerto Rico law.
4. Share responsibility for providing technical assistance in the implementation of the early intervention system and the continuum of services at the Commonwealth, regional and local levels.
5. Study the personnel development needs and jointly promote programs designed to enhance the capacity of available services.

established in Puerto Rico as a result of the U.S. Department of Education's Continuous Improvement Monitoring Process (CIMP).

The Early Head Start and the Head Start grantees and the Department of Health jointly agree to:

1. Support and staff the CIMP Steering Committee responsible for the oversight and development of the self-assessment and the improvement plan of Part C.
2. Collaborate on a routine and ongoing basis to individually and collectively improve the services provided under the IDEA for eligible children and their families in Puerto Rico.
3. Develop and implement routine communications related to the individual programs' monitoring and supervision activities. The purpose of this is to identify areas of improvement that may be jointly addressed in order to avoid duplication and consolidate the limited agencies resources.

The Early Head Start and Head Start grantees agree to:

1. Develop and implement monitoring procedures to ensure that services and coordination activities at the Commonwealth, regional and local levels are implemented in accordance with the Part C requirements and provide technical assistance in development and implementation of corrective measures.
2. Provide the Department of Health with the necessary information to fulfill its lead agency responsibilities regarding monitoring and supervision of early intervention services requirements under Part C.
3. Ensure that any Part C service provided under the auspices of the EHS program meet the requirements set forth in the Puerto Rico Part C State Plan, its regulations, policies and procedures. To this end, these services shall be monitored by the Department of Health as the lead agency for Part C.

The Puerto Rico Department of Health agrees to:

1. Develop and implement monitoring procedures to ensure that services and coordination activities at the Commonwealth, regional and local levels are implemented in accordance with the Part C early intervention system requirements and provide technical assistance in the development and implementation of corrective measures.
2. Provide the Early Head Start and Head Start grantees with the necessary information to fulfill their responsibility regarding monitoring and supervision of early intervention services requirements under Part C.

including information related to the provision of services in the natural environments.

#### K. INTERAGENCY COLLABORATION AND COORDINATION

The Early Head Start and Head Start grantees and the Department of Health jointly agree to:

1. Ensure that the Directors from each of the Early Head Start and Head Start grantees and the Medical Directors for each of the seven (7) Pediatric Centers are responsible as the primary contacts for the implementation of this agreement at regional level.
2. Provide training and technical assistance as needed regarding this agreement to appropriate personnel in each agency, the Governor's Office, and to local agency administrators. Specific methods and procedures will be defined by EHS/HS grantees and Avanzando Juntos within six months of the completion of this agreement.
3. Meet in person at least three times a year. Designees may be assigned by the Directors as responsible to attend these joint meetings, depending upon the topical area and expertise needed. Individuals who represent the Directors at these joint meetings shall be responsible to represent the grantees and to report to the grantees the agreed upon outcomes and plans.
4. Assign personnel with authority to represent the Head Start and Early Head Start grantees on the DOH Part C Interagency Coordinating Council. Individuals who represent the EHS/HS at these joint meetings shall be responsible to represent the grantees and to report to the grantees the agreed upon outcomes and plans.

#### L. MUTUAL PLANNING EFFORTS

The Puerto Rico Early Head Start and Head Start grantees and the Department of Health jointly agree to:

1. Consult on the development of state plans and items related to early intervention services for infant and toddlers with disabilities and their families.
2. Consult on the development of regulations, policies or procedures that have impact upon the statutory and regulatory obligations of Avanzando Juntos and EHS/HS programs.

The Puerto Rico Department of Health agrees to:

1. Provide the coordination of the activities of the Early Intervention System that include the development and implementation of policies and procedures for the early intervention service delivery system, including transition out of the Part C system.

resources to other groups of children and families are not diminished. One of the three interagency meetings scheduled annually will be devoted to this topic.

In the event that additional funding above current level of support is needed, the Early Head Start and Head Start grantees will collaborate with the Department of Health and the Interagency Coordinating Council, in the identification of additional funding sources in the system in order to ensure continuity of services.

#### VIII. PROCEDURAL SAFEGUARDS AND CONFIDENTIALITY

Each agency shall protect the rights of infants and toddlers with disabilities and their families with respect to records created, maintained, and used by public institutions. It is the intent of this agreement to affirm rights of access, right of challenge, and right of privacy with respect to records and reports, and that applicable laws and regulations ensuring these rights shall be strictly followed.

The Early Head Start and Head Start grantees and the Department of Health jointly agree to:

1. Ensure that child and family assessment data are shared in accordance with the rules and regulations dealing with confidentiality as established by the Department of Health for the Part C system and the Early Head Start and Head Start grantees for their programs.
2. Ensure the adherence to procedural safeguards identified in the Federal Application for Federal Fiscal Years 2002 funds for the implementation of Part C of IDEA.
3. Ensure adherence to procedural safeguards identified in the eligibility documents for Part B for all children transitioning from Part C to Part B as they relate to Part B services.

#### IX. DEPARTMENT OF HEALTH ADMINISTRATIVE PROCEDURES FOR RESOLVING COMPLAINTS

Any organization or individual complaint filed regarding the Part C system is resolved through the Department of Health policies and procedures for resolving complaints in accordance with 34 CFR§303.510-303.512 of the Federal Part C Regulations. The EHS/HS grantees, as organizations, shall file their complaints related to appropriate services for children birth through age two, with the Department of Health for resolution.

##### A. COMPLAINTS FILED BY AN ORGANIZATION

The Early Head Start or Head Start program shall file a written signed complaint with the Department of Health. The complaint must include a statement that the Commonwealth,

4. Issue a written decision to the parents that addresses each allegation in the complaint and contains findings of fact and conclusions, and the reasons for the Department of health's final decision.

When an individual child complaint is filed with the Office of the Ombudsman for Persons with Disabilities, this office may offer mediation services as an alternative to proceeding with the complaint investigation. Mediation may be used when both parties agree. If both parties elect to participate in mediation, investigation activities will be suspended until mediation is completed or one party requests that the investigation continues. For any case, the complaint must be resolved within 30 days, even if mediation is used as the resolution process, or if mediation is used and then the complaint investigation continued. Mediation cannot be used to delay or extend the timeline of 30 days for resolution.

If an individual child complaint is received by the Department of Health that is also the subject of a due process hearing under 34CFR CFR§303.420, or contains multiple issues, of which one or more are part of that hearing, the Department of Health will set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action must be resolved within the 60 calendar days timeline using the complaint procedures described above.

If an issue raised in an individual child complaint filed with the Department of Health has previously been decided in a due process hearing involving the same parties, the hearing decision is binding and the Department of Health will inform the complainant to that effect. The Department of Health must resolve any individual child complaint alleging a public agency's or private service provider's failure to implement a due process decision.

#### **X. PROCEDURES FOR RESOLUTION OF INTRA/INTER-AGENCY DISPUTES**

The Early Head Start and Head Start grantees and the Puerto Rico Department of Health recognize the complexity of interagency coordination for a system as comprehensive as Part C of IDEA. The agencies will strive to keep communication open and frequent at both informal and formal levels. The agencies recognize their mutual obligations and responsibilities for ensuring that disputes are promptly resolved to ensure that services are provided to eligible children and their families in a timely manner.

In instances of inter/intra/agency dispute on their roles and responsibilities, financial responsibility or other matters related to Puerto Rico's early intervention system and transition to the EHS/HS programs, disputes shall be resolved in accordance with the following mediation and/or conflict resolution procedures which are binding upon the agencies signing this agreement.

Objectives	Activities	Resources	Year	1	2	3	4	Milestones	Outcomes
	1.1 – Select, recruit and training program staff	PRDE Human Resources Office	2015	x				<i>Complete staff recruitment and training activities</i>	All qualified personnel was recruited
	1.2 – Start intergovernmental coordination	Program Staff	2015	x				<i>Communications to collaborators are delivered</i>	All first quarterly activities were coordinated
	1.3- Develop MOU drafts	Program Director / PRDE Preschool	2015	x				<i>A MOU draft was outlined</i>	An annual working plan was completed
	1.4- Develop an annual working Plan draft and a calendar of quarterly activities	Program Director	2015	x				<i>A complete quarterly program calendar of activities</i>	A calendar of activities was developed accordingly to program priorities
	2.1 – Develop a resource allocation chart	Program Director	2015	x				<i>Establishing time allocation per human resource</i>	A resources allocation chart was completed, all administrative approvals were attained
	2.2 – Identify collaborative agencies and organization’s single point of contact (SPOC)	Program Director Case workers	2015	x				<i>All collaborative agencies and resources identified</i>	Formal communication was delivered to all collaborative agencies promoting program activities and organizing logistic meetings
	2.3 Send promotional information letters or e-mail to all collaborating agencies	Administrative Officials	2015	x				<i>An effective program information campaign was developed</i>	A formal media orientation campaign was established
	3.1 – Deliver signed MOU to the US Department of Education	Program Director	2015	x				<i>All MOU drafts were revised and signed as final</i>	All collaborating agencies begin drafting a joint action plan for service delivery
	3.2- Set up logistics and meeting coordination	Program Staff	2015	x				<i>A reasonable timeline for meetings was scheduled</i>	Logistics and coordination phase was implemented at least at 75% completion level for all programmed activities
	4.1- Develop the procurement process guidelines	Program Director/ PRDE Legal Office/PDG Advisory Board	2015	x				<i>Well-developed guidelines were adopted</i>	RFP’s guidelines for each Programmatic activity were competed (e.g. Preschool High Quality Services, Professional Development, Equipment and materials among others)

4.2 – Conduct orientation sessions and meetings	Program Director	2015	x	<i>Invitation letter delivered, an orientation session was held on a timely manner</i>	A preliminary list of potential grantees was identified and oriented
4.3 – Disseminate the competitive proposal application packages	Administrative Officials	2015	x	<i>An announcement was posted in high circulation newspapers and official webpage</i>	A variety of dissemination methods were used by the program and effective feedback was received by potential grantees and interest groups
4.4 – Create an evaluation team	Program Special Taskforce Team	2015	x	<i>Internal and external evaluator selected</i>	Complete an evaluators team
4.5 - Select the sub grant recipients	Preschool Program Director	2015	x	<i>Approval letters completed</i>	High Quality Preschool Early Education Providers were selected. Professional Development Consultants or Partners were selected.

**Objectives**

1.1- Identify the children “cohort”, the general potential enrollment and their families. Identify the potential enrollment by communities	Partnering agencies	2015	x	<i>A randomly selected cohort of 20 infants was selected and followed until the third grade. A preliminary report was completed at the end of the program’s fourth year</i>	At the end of the project the selected cohort’s screening test results evidence a significant advantage compared with non-participating groups in areas such as: Language development, reading and writing, health and nutrition habits, socio emotional skills, among other domains
	Program Case Management	- 2018			
1.2 Develop a family service system and referral protocol	Partnering agencies and Case Managers	2015	x	<i>Evidence of family guidance sessions. Evidence of smooth transition processes for children and families</i>	Availability of resources, referral network for families. Ensure all participating families are receiving public or private support services
1.3 – Develop a network/bank of community organizations and resources	Collaborative agencies and Case Managers	2015-2019	X	<i>A comprehensive and onsite network of resources and services are available for family referral</i>	Participant families’ profile evidences family’s engagement and their children’s physical and emotional wellbeing and school readiness

Activities	Resources	Year	1	2	3	4	Milestones	Outcomes
1.1 – Conduct teachers and Instructional Assistants’ Internships	PRDE Office of Preschool Development Program Staff (Coaches – Mentors), PRDE Resources and external Consultants	2015		x			<i>Activities logistics and agenda with a final enrollment of participants was completed</i>	A total of (b) teachers and instructional assistants were trained in early learning best practices and program expectations
1.2 -Summer Academy for Teachers and Assistants	PRDE Office of Preschool Program Staff, (Coaches – Mentors), PRDE Resources and external Consultants	2015-2019		x			<i>Activity logistics and agenda with final enrollment of participants was completed</i>	A total of (b) teachers and instructional assistants received continuous education in onsite setting or in- school and in - home webinars alternative sessions
1.3 – Implement a Child Development Credential (CDA)	Consultants	2015-2019		x			<i>A completed logistics was developed and preliminary enrollment was completed</i>	A total of (b) Instructional Assistants completed their CDA credential program
1.4 – Develop a merit recognition program for teachers and instructional assistants	PRDE Director of Preschool Program Program Director	2015-2019				x	<i>A merit recognition and incentives system was established for teachers and instructional assistants for innovative initiatives</i>	The Program promotes and supports the innovation in early education practices. At least (b) innovative initiatives will be recognized and implemented during the proposal period
1.5 - Monitoring the supervision, coaching and evaluation process of teachers and assistants	PRDE Director, Program Mentors , Sub grantees	2015-2019	x	x	x	x	<i>Ensure that professional development plan effectively supports teachers and assistants integrating school staff, parent and communities in a synergetic learning environment</i>	Positive relationships among school staff, parents, families and communities are developed and evidenced by qualitative and quantitative data reports.

Activities	Resources	Year	1	2	3	4	Milestones	Outcomes
1.1 -Develop a community needs assessment	PRDE resources and Program Staff	2015	x	x			<i>A complete Community Needs Assessment was developed</i>	Community and family's needs were identified and school profile assessment was completed
1.2 – Select the school sites by municipalities	PRDE resources and Program Staff	2015	x	x			<i>Coordination with each sub grantee was established in order to ensure smooth transitions for children and families .</i>	The schools to be included in the program are located in communities with the highest needs and have significant potential enrollment during and after the program period.
1.3 - Continue outreach and recruitment activities and start offering services	PRDE resources and Program Staff	2015		x			<i>Coordination with school authorities was completed. Parents are well informed. PRDE resources and Program Staff can provide evidence on methods and sessions conducted</i>	All families participating are recruited and children were evaluated to provide supporting services
1.4 – Start an official academic calendar opening activity	PRDE resources and Program Staff	2015		x				
2.1 – Implement an effective monitoring system	Program Director and Mentors.	2015 – 2019	x	x	x	x	<i>A systemic protocol was adopted and effectively implemented</i>	The Sub grantee can evidence compliance with high quality service indicators as measured by the “Monitoring Protocol”
2.2 Review compliance with teachers’ salary standards	Program Director	2015 -2019	x		x		<i>A review of the staff roster and salaries was conducted</i>	The sub grantee and PRDE preschooler program can provide evidence OF competitive salaries
2.3- Verify compliance with full working days service	Sub grantee Program Director	2015- 2019	x	x	x	x	<i>Classrooms operated in a full day schedule start at 7:30 a.m. to 5:30 p.m.</i>	A 100% of participant children are enrolled in a full day classrooms calendar
2.4 – Ensure the correct adult – children ratio	Sub grantee Program Director	2015- 2019	x	x	x	x	<i>All classrooms maintain the adult – child high quality ratio (1 adult per 10 children). In each classroom 1 teacher and 1 assistant per each 16 children group</i>	A 100% of compliance with Adult – Child ratio in all classroom settings

Activities	Resources	Year	1	2	3	4	Milestones	Outcomes
1.1- Support smooth transition process	Department of Health, Department of Family, ACUDEN, Sub Grantee and Program Case Management	2015-2019	x	x	x	x	<i>Identify a 100.% of families with children from birth to 4 years old and provide them supportive services through a referral and coordination services</i>	Participants received early learning services through smooth transitions with Child Care, Early Head Start Programs...
1.2 -Maintain a data base of child outcomes	Department of Health, Department of Family, ACUDEN, Sub Grantees and Program Case Management	2015-2016	x	x	x	x	<i>Effective coordination with early childhood programs (Early Head Start and Child Care Montessori Centers, Head Start) and collaboration agencies to get children outcomes data (public reports) and include it in the Statewide Longitudinal Data System</i>	For all identified groups of children (Infant – toddlers and preschoolers), a data bank was created containing general outcomes and developmental assessment results <ul style="list-style-type: none"> <li>✓ (ASQ – 3 and ASQ –SQ</li> <li>✓ Number of Children receiving Health and Mental Health Services received during a year</li> <li>✓ Number of Children with Special Needs with IPE</li> <li>✓ Number of Children that completed the birth to five continuum</li> <li>✓ Number of homeless children received comprehensive services</li> <li>✓ Daily average attendance</li> <li>✓ Number of weeks of service</li> </ul>
1.3 -Verify if participants and potential participants groups are receiving high quality educational services								
1.4 – Verify that identified families and children are receiving comprehensive services in a continuum of health and mental health care								

1.3 – verify Sub grantee compliance with curriculum implementation, evidence based practices and assessments	Sub grantee. Program Director, ACUDEN.	2015- 2016							<i>For Head Start sub grantees: monitoring the Creative Curriculum Implementation and teaching strategies assessment reports. Monitoring "CIASS" implementation, corrective action plan if needed and results. For other High Quality Sub-grantees, verify full compliance with best practices for school readiness.</i>	<b>Improve child outcomes, continuous improvement in each assessment process. The Program can prove the closing gap between participating children and other Pre – K higher income students or state and national benchmarks. The Sub grantee provides a significant amount of data sources for children’s outcomes and teachers effectiveness</b>
1.1- Request PRDE authorization for students’ inclusion in the Longitudinal Study	Program Director PRDE Staff	2015 -2019	x	x	x	x			<i>Monitor children’s progress from Pre- K to third grade and guarantee PRDE follow up from school age to the University</i>	<b>A Longitudinal Data System with an evidence based framework including Pre – K to third grade and provide decision making analysis to reinforce the program planning process</b>
1.2- Develops a data collection systems .	Program Director PRDE Staff, Consultants.	2015- 2019	x	x	x	x				
1.3 Integrate to the program planning any preliminary result or recommendations .	Program Director Program Taskforce	2015 - 2019	x	x	x	x				

1.2 – Prepare the guidelines and procurement processes for external evaluator’s professional services contract

Program Director  
Program Taskforce. 2015-2019

x x x x

*Process and outcome’s evaluation procedures are defined and executed at all phases of the Program.*

*The defined phases are:*

- 1. The prenatal to Pre – K continuum of comprehensive services for learning and development (multidisciplinary and networking)*
- 2. The Pre – k to Kindergarten High Quality Services placement phase*
- 3. The Pre –k to third grade phase*

*Also evaluation covers all program activities, providing evidence based data and progress reports*

**A program evaluation process was developed and effectively implemented for all program activities**

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

**Part 5: Other Attachments Form**  
**APPLICATION ASSURANCES AND CERTIFICATIONS**  
**Preschool Development Grants --Development Grants Competition**  
**(CFDA No. 84.419A)**

Legal Name of Applicant  
 (Office of the Governor):  
 Office of the Governor of the Commonwealth of  
 Puerto Rico  
 Employer Identification Number:  
 Lead Agency: Department of Education  
 Contact Name: Hon. Rafael Román Meléndez  
*(Single point of contact for communication)*

Applicant's Mailing Address:  
 P.O. Box 9020082  
 San Juan, PR 00902-0082  
 Organizational DUNS:  
 0901425220000  
 Lead Agency Contact Phone: 787-773-3060  
 Lead Agency Contact Email Address:  
 roman.raf@ed.pr.gov

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):*

To the best of my knowledge and belief, all of the information and data in this application are true and correct.  
 I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name):  
 Hon. Alejandro García Padilla  
 Signature of Governor or Authorized Representative of the Governor:

Telephone:  
 787-721-7048  
 Date:  
 October 11, 2011

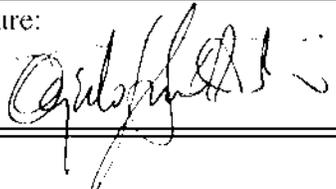
Lead Agency Authorized Representative (Printed Name):  
 Hon. Rafael Román Meléndez  
 Signature of Lead Agency Authorized Representative:

Agency Name:  
 Department of Education  
 Date:  
 October 11, 2011

**Part 5: Other Attachments Form**  
**Accountability, Transparency, and Reporting Assurances**

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all sub awards at all tiers.
  
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
Hon. Alejandro García Padilla	
Signature: 	Date: October 12, 2014

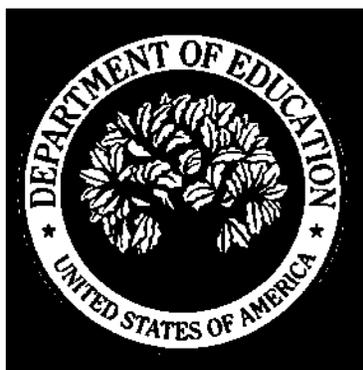
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# **ESEA Flexibility**

## **Request for Window 3**

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### **Puerto Rico Department of Education**



September 10, 2013

U.S. Department of Education  
Washington, DC 20202

OMB Number: 1810-0581

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0581. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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**INTRODUCTION**

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to

waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2014–2015 school year.

### Review and Evaluation of Requests

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

### GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2014–2015 school year for SEAs that request the flexibility in "Window 3" (*i.e.*, the September 2012 submission window for peer review in October 2012). The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA's reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This *ESEA Flexibility Request for Window 3* is intended for use by SEAs requesting ESEA flexibility in September 2012 for peer review in October 2012. The timelines incorporated into this request reflect the timelines for the waivers, key principles, and action items of ESEA flexibility for an SEA that is requesting flexibility in this third window.

**High-Quality Request:** A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2012–2013 school year. In each such case, an SEA's

plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA's plan to meet a given principle.
2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.
4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA's progress in implementing the plan. This *ESEA Flexibility Request for Window 3* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.
6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

**Preparing the Request:** To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance for Window 3*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: <http://www.ed.gov/esea/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA's request for the flexibility electronically. The SEA should submit it to the following address:  
[ESEAflexibility@ed.gov](mailto:ESEAflexibility@ed.gov).

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Paul S. Brown, Acting Director  
Student Achievement and School Accountability Programs  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

### **Request Submission Deadline**

The submission due date for Window 3 is September 6, 2012.

### **Technical Assistance for SEAs**

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department's Web site at: <http://www.ed.gov/esea/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

### **For Further Information**

If you have any questions, please contact the Department by e-mail at [ESEAflexibility@ed.gov](mailto:ESEAflexibility@ed.gov).

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Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

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**COVER SHEET FOR ESEA FLEXIBILITY REQUEST**

<p>Legal Name of Requester: Click here to enter text.</p>	<p>Requester's Mailing Address: Click here to enter text.</p>
<p>State Contact for the ESEA Flexibility Request</p> <p>Name: Click here to enter text.</p> <p>Position and Office: Click here to enter text.</p> <p>Contact's Mailing Address: Click here to enter text.</p> <p>Telephone: Click here to enter text.</p> <p>Fax: Click here to enter text.</p> <p>Email address: Click here to enter text.</p>	
<p>Chief State School Officer (Printed Name): Click here to enter text.</p>	<p>Telephone: Click here to enter text.</p>
<p>Signature of the Chief State School Officer</p> <p>X_____</p>	<p>Date: Click here to enter text.</p>
<p>The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.</p>	

### WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.
8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.
13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even

if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

**ASSURANCES**

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

**NOTE:** The Accountability Workbook (2009), states “In Puerto Rico, Spanish is the language of instruction, as well as the predominant language used in commerce and social interaction. Therefore, limited Spanish proficiency, or LSP, is the category that holds academic significance in Puerto Rico. Accordingly, for purposes of Puerto Rico’s accountability system, LSP will be substituted where there is a reference to Limited English Proficiency (LEP) in the accountability provisions of NCLB. All LSP students are required to participate in the assessment program with appropriate accommodations as needed.” PRDE is participating in the development of Spanish Language Proficiency (SLP) standards and the accompanying assessment through a U.S. Department of Education Enhanced Assessment Grant (EAG). The World-Class Instructional Design and Assessment (WIDA) consortium was awarded the funding through the EAG program to develop the SLP standards and aligned assessments. The PRDE joined WIDA to develop Spanish Language Proficiency Standards which are scheduled to be released in 2013.

- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

**NOTE:** The Accountability Workbook (2009), states “In Puerto Rico, Spanish is the language of instruction, as well as the predominant language used in commerce and social interaction. Therefore, limited Spanish proficiency, or LSP, is the category that holds academic significance in Puerto Rico. Accordingly, for purposes of Puerto Rico’s accountability system, LSP will be substituted where there is a reference to Limited English Proficiency (LEP) in the accountability provisions of NCLB. All LSP students are required to participate in the assessment program with appropriate accommodations as needed.” PRDE is participating in the development of Spanish Language Proficiency (SLP) standards and the accompanying assessment through a U.S. Department of Education Enhanced Assessment Grant (EAG). The World-Class Instructional Design and Assessment (WIDA) consortium was awarded the funding through the EAG program to develop the SLP standards and aligned assessments. The PRDE joined WIDA to develop Spanish Language Proficiency assessments. By the 2014-2015 school year, WIDA will have developed aligned assessments for grades K-2.

- 5. It will report annually to the public on college-going and college credit-accumulation rates for all

students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)
- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students

not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

**If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:**

15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2012–2013 school year. (Principle 3)

## CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

In July 2012, the Secretary of Education posted a letter on PRDE’s website making public Puerto Rico’s intent to submit a request for ESEA flexibility. This letter outlines PRDE’s intention to work towards improving the quality of instruction and students achievement by implementing a new accountability and recognition system, and providing technical assistance during instruction. The Secretary encouraged all stakeholders to share their opinions and comments on PRDE’s intention to apply for the flexibility request. This letter can be found on the PRDE’s website at the following link: <http://www.de.gobierno.pr/sites/de.gobierno.pr/files/cartas/Carta%20secretario%20ESEA.pdf>

From July 2012 through August 2012, PRDE held four stakeholder meetings to present an overview of the ESEA flexibility request and solicit feedback on the primary components of the Flexibility plan. PRDE presented an overview of its ESEA flexibility request and engaged stakeholders in discussions about the proposals components and the potential impact of the plan on schools, teachers, students, and the island more generally. In preparation for each of these meetings, an official memorandum (attachment 12) was sent to invite stakeholders and representatives from all seven regions. Although teachers in Puerto Rico are not currently represented by elected and certified teachers’ unions, teachers are active in four primary teacher- representation organizations, including non-certified teacher unions (for more context please see page 31). Hence, we were deliberate in inviting a significant number of teachers to each of our four public forums.

Approximately 130 stakeholders participated (20 to 40 participants per session) including teachers, school directors, content facilitators, special education personnel, superintendents, social workers, regional coordinators for PPAA/PPEA, parents, civil rights organizations, members of the teacher-representation organizations discussed above and other community members (see Table in pages 12-13). Comment cards were made available to attendees to submit written feedback if desired. A summary of the feedback received from our stakeholders is provided below, organized by principle.

Teachers and other school personnel participated in these forums and feedback from teachers and other school personnel was noteworthy. In particular, teachers were excited about the opportunities that a new differentiated accountability system can bring, and were supportive of the overarching goals and structure of this differentiated system. Most importantly, the teachers believe that this new accountability system will work better for Puerto Rico’s students, including Limited Spanish Proficient (LSP) students and students with disabilities.

Participants provided input on additional incentives for rewards schools (both highest performing and high progress). Examples of suggested incentives included allow reward schools to paint their schools in a different color, allow high school students from reward schools to take entry level college courses (not advanced placement), individualized incentives for teachers and school directors, public recognition through the media, and recognition from the Governor and Secretary of Education. Some of these

suggestions have been integrated in this plan.

As PRDE transitioned to a new administration, a renewed opportunity for stakeholders to provide feedback on PRDE's ESEA Flexibility proposal was created. Since February 2013, teachers, directors and other members of all the school communities and other interested parties have been invited to provide feedback on PRDE'S ESEA Flexibility plan throughout the process of revising and resubmitting PRDE's Flexibility proposal. These opportunities to provide feedback will continue once PRDE's Flexibility proposal is approved and the implementation process begins (see <http://www.de.gobierno.pr/el-de-solicita-comentarios-y-recomendaciones-al-plan-de-flexibilidad-sometido-al-usde>).

The PRDE Flexibility page will be updated periodically as stakeholder feedback is gathered. Examples of updates include: 1) draft sections of the flexibility proposal, 2) proposed timelines for implementation of different aspects of the flexibility proposal, 3) points of contact at PRDE's central, district and regional levels where stakeholders can direct questions, 4) summaries of implementation activities, and 5) summaries of feedback received by different stakeholder groups.

Stakeholders can provide input and comment in a variety of ways. PRDE launched a dedicated page for the Flexibility plan which includes full drafts of the Flexibility proposal as well as related information (<http://66.129.160.133:9081/Flexibility/>). Feedback can be submitted electronically through the page (commenting directly or uploading documents) or by mailing written comments through the postal service. Stakeholder feedback that is mailed is directed to the Office of the Undersecretary of Academic Affairs and reviewed by staff assigned to the Flexibility plan. PRDE intends to maintain this site open throughout the revision process to provide updates on the ESEA flexibility application. Once approved, the site will be a place for submitting continuous feedback throughout the implementation process.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

The following chart outlines the primary meetings conducted with diverse stakeholders to engage them in the consultation process and to inform development of this ESEA flexibility request. As indicated above, comment cards were made available to attendees to submit written feedback if desired. In addition, the letter from the Secretary (described above) was provided to each forum participant.

#### Primary Stakeholder Meetings Conducted

Date	Forum	Stakeholders	PRDE Central Staff
November and December 2011	<b>UPR Leaders Meetings (4)</b> <ul style="list-style-type: none"> <li>• Four meetings at the University of Puerto Rico, Rio Piedras campus</li> </ul>	UPR President, 15-20 professors in the areas of mathematics, science, Spanish, and English from the UPR, faculty from private universities	Dr. Grisel Muñoz, Undersecretary of Academic Affairs
July 2012	<b>Coordinators Forum (1)</b>	Regional coordinators for PPAA/PPEA	Pura Cotto Lopez, Special Assistant/ Assessment Director
August 2012	<b>Regional Forums (2)</b>	Teachers, school directors,	Pura Cotto Lopez,

	<ul style="list-style-type: none"> <li>• Forum for eastern regions</li> <li>• Forum for western regions</li> </ul>	content facilitators, special education personnel, superintendents, social workers, regional coordinators for PPAA/PPEA, parents, and community members	Special Assistant/ Assessment Director
August 2012	<b>Title I Committee of Practitioners (1)</b>	COP members including central level personnel, parents, school directors, private school representatives and university members	Pura Cotto Lopez, Special Assistant/ Assessment Director
August 2012	<b>Community Leaders Forum (1)</b>	NCLR and LULAC Puerto Rico Chapter members, Fundación Flamboyán, Fundación Ángel Ramos, Fundación Banco Popular, SAPIENTIS, Instituto de Política Educativa y Desarrollo Comunitario (IPEDCO), and university representatives	Pura Cotto Lopez, Special Assistant/ Assessment Director

### University Meetings

In November and December of 2011, the Undersecretary of Academic Affairs participated in four meetings with the University of Puerto Rico and other university faculty to discuss the need for ESEA flexibility and its implications for the island. These meetings focused on college and career readiness and the need to lay additional groundwork to support Puerto Rico’s submission of an ESEA flexibility request. Together, the Undersecretary, the UPR president, and UPR faculty discussed the process to align state high school standards with college expectations (i.e., freshman syllabus) in response to Principle 1.

After these meetings, a group of 15-20 UPR professors conducted a 5-week alignment analysis with an emphasis on math, science, Spanish, and English. This process culminated in the presentation of these analyses to the PRDE Undersecretary of Academic Affairs, along with supporting documents, as well as a letter from the UPR president confirming the rigor of Puerto Rico’s standards and alignment with college expectations. This work evidences PRDE commitment to working collaboratively with IHEs to ensure that PRDE’s content standards are college and career ready. It also establishes the foundation for future work with IHEs around the various components addressed throughout PRDE’s Flexibility plan.

### Forums

From July 2012 through August 2012, PRDE held four stakeholders meetings with approximately 130 participants including teachers, teacher representative organizations, school directors, content facilitators, special education personnel, superintendents, social workers, regional coordinators for PPAA/PPEA, parents, civil rights organizations, and various members of the community including community leaders. In each of these meetings we had approximately 20 to 40 participants. The

purpose of these meetings was to provide stakeholders with an overview of the flexibility request and to solicit feedback on the primary components of the flexibility request. An official memorandum (attachment 12) was sent to invite stakeholders and representatives from all seven regions to these meetings. Stakeholders had the opportunity to share their opinions, comments, and concerns about this request. A summary of the feedback received from our stakeholders is provided below, organized by principle.

### **Committee of Practitioners Meeting**

During the month of August 2012, PRDE held a meeting with the Title I Committee of Practitioners (COP). This committee is made up of central level PRDE personnel, parents, school directors, university members, and private school representatives. The purpose of this meeting was to discuss a draft of the Puerto Rico ESEA Flexibility Request and to solicit feedback on the primary components of the flexibility request. In advance of the COP meeting, an official memorandum (attachment 12) was distributed to invite COP members to this critical meeting. Stakeholders had the opportunity to share their opinions, comments, and concerns regarding this request. A summary of the feedback received from our stakeholders is provided below, organized by principle. It is important to note that feedback from this specific group of stakeholders indicated that PRDE's Flexibility plan was comprehensive, explicit and complete.

#### ***Principle 1***

**College and career readiness:** stakeholders agreed that our standards are college and career ready providing students with a smooth transition from high school to post-secondary studies. Stakeholders agreed that reports documenting analyses of PRDE's standards demonstrate a rigorous alignment between PRDE's standards and curriculum. Stakeholders supported the idea of increasing PRDE's communication with all post-secondary institutions and universities to integrate university programs within the public schools. Stakeholders indicated they believe that PRDE content standards and grade-level expectations provide students with better opportunities internationally and prepare students to be responsible citizens. Stakeholders also expressed their interest in PRDE promoting partnership with business, universities and schools. Stakeholders indicated that these types of partnerships would enable PRDE to reevaluate technical and vocational courses. This reevaluation would provide PRDE with an opportunity to explore ways to provide more technical and vocational courses in the public schools. It would also allow PRDE to develop ways to providing more flexibility for special education students, and other student subgroups, with increased opportunities to enter vocational schools. Finally, stakeholders indicated the importance of demonstrating that all non-tested grade and subject areas within PRDE's curriculum align with PRDE's standards.

#### ***Principle 2***

**Accountability System:** stakeholders agreed that the existing accountability system is punitive. Although there were some concerns about the changes in the new accountability system, stakeholders thought that the new methods outlined in PRDE's Flexibility proposal allow for a better classification of schools and better use of data for decision making. Stakeholders provided input on additional incentives for rewards schools (both highest performing and high progress), many of which were consistent across stakeholder groups. As indicated above, proposed incentives included: allow reward schools to paint their school in a different color, allow high school students from reward schools to take entry level college courses (not advanced placement), individualized incentives for teachers and school directors, public recognition through the media, and recognition from the Governor and Secretary of Education. Additional stakeholder suggestions included allowing reward schools should to have their own flag or

mascot and creating science and technology laboratories and obtaining a maintenance contract for one year on technical equipment.

### ***Principle 3***

**Educator Evaluation:** stakeholders indicated that PRDE needs to redesign their current personnel evaluation system and create a more transparent, merit-driven system. Stakeholders indicated they thought that teachers and schools directors are very effective in many ways but need more support and coaching related to instructional practices and instructional leadership. Stakeholders strongly agreed that a fair and effective evaluation system is one that is tied to student achievement. They also agreed on the importance of having formative and summative evaluations in all grades and subjects. Finally, stakeholders indicated that implementation of a new evaluation system will require some restructuring of the school schedule to offer better options to students and create expanded opportunities for classroom visits.

### **Students with Disabilities and LSP Stakeholders Feedback**

The preceding sections of PRDE's response to Principle 1 have described the global strategies PRDE has used, and will continue to use, to engage and inform all stakeholders in the development and future implementation of the Flexibility plan. However, it is important to note that academic and administrative staff serving students with disabilities and LSP students have been part of the initial consultation phase as PRDE first began to prepare its ESEA flexibility proposal. PRDE is committed to strengthening the participation of all stakeholders in the processes related to the approval and implementation of its Flexibility plan and taking additional steps to ensure that stakeholders from all subgroups have full opportunities to engage the process. To this end, PRDE has developed specific strategies for a closer engagement of representatives of students with disabilities and LSP students.

Specific interventions for engaging subgroups of stakeholders from the LSP and students with disabilities categories are discussed below. In addition to those more customized strategies, PRDE will implement one additional general engagement strategy. PRDE will create new communication tools that target specific stakeholders from the LSP and students with disabilities subcategories. PRDE will publish a press release informing families of students with disabilities and LSP students about PRDE's work towards implementing ESEA flexibility. This press release will clarify what the new flexibility will allow for how the implications it has for LSP students and students with disabilities. Other publications will focus on potential benefits to LSP students and students with disabilities and detail how parents can leverage the new flexibilities to further support their children's academic progress. These communications will be widely disseminated with a focused effort on distribution in locations where members of these communities are most likely to see them. To respond to the press release and similar communication vehicles, parents can send their comments electronically through the PRDE ESEA Flexibility page or by postal service.

#### ***Parents and Advocates of Students with Disabilities***

PRDE has a long history of engagement with parents and advocates of students with disabilities. As such, PRDE will harness the resources already in place to secure the participation of this population in the conversations about the development and implementation of PRDE's Flexibility plan. The Associate Secretary for Special Education will convene the Special Education Advisory Committee (CCEE, for its acronym in Spanish) and hold regular face-to-face ESEA flexibility stakeholders meetings. The CCEE is charged with advising PRDE Secretary of Education on matters regarding students with disabilities. The

input and feedback gathered at the CCEE meetings will be used to inform future decisions related to the specific interventions and supports made available to special education students and the teachers who work with them. In an effort to ensure all stakeholders from the special education subgroup have an opportunity to engage in and contribute to the development and implementation of PRDE's Flexibility proposal, PRDE will also post a notices informing families about ESEA flexibility and requesting their input at each of the Special Education Service Centers located in all the regions and at the Associate Secretary of Special Education Parents Assistance Office. Staff within these offices will be directed to provide interested parties with comment cards so that stakeholder feedback from parents of students with disabilities can be collected throughout the process. Comment cards will be forwarded to the Undersecretary of Academic Affairs and processed as described previously. The PRDE Flexibility page will be updated periodically as stakeholder feedback is gathered. Finally, Special Education Service Centers staff in coordination with School District Special Education Facilitators will also work to ensure that schools are aware of the need to engage families of students with disabilities in the Flexibility plan process. Schools that receive input or feedback from parents related to PRDE's Flexibility plan will be directed to forward this information to the Undersecretary of Academic Affairs and processed as described previously.

A detailed description of the high-quality plan to engage and solicit input from representatives and families of students with disabilities is below:

<b>Key Milestones/Activities</b>	<b>Detailed Timeline</b>	<b>Party/Parties Responsible</b>	<b>Evidence</b>	<b>Resources</b>
Release official Communication	Summer 2013	Office of the Secretary	Copy of the official communication	Staff time
Post official press announcement	Summer 2013	OFA	Press release	Staff time
Update website including PRDE responses to stakeholders	Ongoing	OFA	PRDE posted communications	Staff time
Post notices at Special Education Service Centers (all regions)	Summer 2013	Associate Secretary for Special Education	Copy of the post	Staff time
Meet with the Special Education Advisory Committee	Summer 2013	Associate Secretary for Special Education	Agenda for the meeting, attendance sheets	Staff time
Hold regular stakeholder meetings	Twice per school year	Associate Secretary for Special Education	Copy of official communication, copy of press release, copy of newspaper announcement, summary of meeting notes	Staff time

### *Parents and Advocates of Limited Spanish Proficiency Students*

In Puerto Rico, LSP students comprise a very small proportion of the student population (.7% as of 2011-2012 school year). The largest subgroup of LSP students speaks English (.5%) followed by French/Creole speakers (.02%). In order to identify representatives for LSP students and subgroups of students, PRDE has consulted with key personnel at Central level and reached out to community advocates. Thus far, PRDE has identified only one advocacy organization, the Asian community and Youth Association, and is currently establishing collaborative relationships with them.

Direct outreach to LSP parents is being coordinated with Title III Part A Program Coordinators and School District Academic Facilitators. Title III Part A Program Coordinators are organizing a series of regional LSP parents' workshops on educational and students support strategies to be held from June to August 2013. These meetings will provide stakeholders from this subgroup with an orientation about PRDE's Flexibility proposal and explain the critical role stakeholders play in its development and implementation. The Title III Part A Program is also taking steps to institute a LSP Parent Advisory Committee. The Program Coordinators will make a call to parents to form the Parent Advisory Committee at the planned workshops. PRDE's goal is to have at least one LSP parent representative per region. Finally, the Title III Part A Coordinators will also work with school district and LSP academic facilitators to ensure that schools are aware of the need to engage LSP families in the Flexibility plan process. Schools that receive input or feedback from LSP parents related to PRDE's Flexibility plan will be directed to forward this information to the Undersecretary of Academic Affairs and processed as described previously.

The table below provides a detailed description of our plan to reach out to families and/or representatives of LSP students. The purpose of the activities listed below is to 1) inform the stakeholders of the approval of the plan and the requirements for schools, teachers and students moving forward as well as 2) gather information and feedback from stakeholders to ensure that PRDE's plan reflects the interests and needs of the school community.

<b>Key Milestones/ Activities</b>	<b>Detailed Timeline</b>	<b>Party/Parties Responsible</b>	<b>Evidence</b>	<b>Resources</b>	<b>Significant Obstacles</b>
Release official Communication	Summer 2013	Office of the Secretary	Copy of the official communication	Staff time	
Post official press announcement	Summer 2013	OFA	Press release	Staff time	
Update PRDE and LSP and Immigrant Program websites including PRDE's responses to stakeholders	Ongoing	OFA	PRDE posted communications	Staff time	
Post notices at all schools	Summer 2013	Title III-A Program	Copy of the post	Staff time	

serving LSP students		Coordinators/ School District Spanish Facilitators			
Post notices at Immigrant Support Services Centers and LSP Support Centers	Summer 2013	Title III-A and Title I-A Program Coordinators	Copy of the post	Staff time	Unforeseen delays in opening the Immigrant Centers
Inform LSP parents at regional parent workshops	August 2013	Title III-A Program Coordinators/ School District Spanish Facilitators/ LSP Academic Facilitators	Copy of agenda for the meeting, copy of attendance list, copy of LSP Parent Advisory Committee members	Staff time	
Hold regular stakeholder meetings	Twice per school year	Title III-A Program Coordinators	Copy of official communication, copy of press release, copy of newspaper announcement, summary of meeting notes	Staff time	

### Summary

PRDE is implementing global strategies to ensure engagement of all stakeholders throughout the development and implementation of its Flexibility plan. In addition to the dissemination, small group meetings, and online/traditional commenting processing described above, PRDE is exploring additional feedback gathering and reporting such as the use of surveys/online forms that could be completed by any stakeholder and semi-annual system-wide summarization of stakeholder feedback on the Flexibility plan. This summary will include feedback collected through all engagement and consultation methods and can be used by PRDE central staff to determine which aspects of the Flexibility plan should be modified/adjusted. In addition, PRDE will coordinate meetings with stakeholder groups to address concerns/questions on an as needed basis.

### EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct

the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

**OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY**

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

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**Overview**

ESEA flexibility represents a pivotal moment not simply for the Puerto Rico Department of Education (PRDE), but for educators, students, parents, and other stakeholders across the island. With this flexibility, the PRDE has a tremendous opportunity to implement rigorous plans to boost student achievement and improve educational outcomes for all students, including students with disabilities and LSP students. In addition, ESEA flexibility will allow PRDE to renew our focus on improving quality of instruction, aligning the educational system to college and career readiness goals, and developing a framework of evaluation and support for Puerto Rico's educators. PRDE are requesting this set of waivers to empower PRDE to meaningfully improve instruction and increase achievement for all students in Puerto Rico.

Implementation of Principle 1 is consistent with PRDE's ongoing efforts to implement rigorous, approved, and adopted college and career ready academic content standards in Spanish language arts and mathematics in grades K-12. PRDE's standards include grade-specific content expectations for all students in each grade level. A gap analysis study conducted in September 2011 showed a high correspondence between PRDE's academic content standards and the Common Core State Standards. In addition, the University of Puerto Rico has conducted an analysis that determined that the PRDE standards are sufficient to ensure student success in college and career. Thus, PRDE's implementation of Principle 1 is consistent with its current system-wide efforts to improve education across the island. Principle 2 proposes a differentiated accountability system that sets new ambitious AMOs; identifies priority, focus, and reward schools; identifies differentiated supports for schools in all categories including the remaining non-categorized Title I schools; and engages the community and other stakeholders to participate in educating Puerto Rico's school children. PRDE recognizes the need for the public education system to demonstrate improved student outcomes and is committed to reform activities that result in improved teaching and learning. PRDE's implementation of Principle 2 is consistent with the Secretary and Governor's overall goals for education. PRDE believes that ongoing work to implement rigorous, college and career ready standards can support new strategies for customizing the supports available to schools throughout the system. PRDE sees the implementation of Principles 1 and 2 as complimentary efforts that support a common goal for its schools. Principle 3 requires a commitment to implementing an evaluation process that recognizes and enhances teacher and school director strengths while identifying and supporting their areas of need. PRDE believes that implementation of Principle 3 is necessary in order to make significant improvements in the quality of teaching and learning in its schools. By setting standards for the delivery of content and the use of instructional practices, and linking those standards to some expected improvement in student

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achievement, PRDE's implementation of Principle 3 supports and advances its efforts under Principles 1 and 2. Finally, Principle 4 exhibits PRDE's determination to reduce the administrative burdens inflicted on our districts and schools.

PRDE believes that all of the work outlined in its Flexibility plan will increase PRDE's capacity to achieve greater success in closing achievement and graduation gaps. For far too long, significant portions of PRDE's student population have struggled to achieve at desired levels. Implementation of PRDE's academic content standards is the vehicle to reenergize our focus on classroom instruction and this flexibility is a timely opportunity to create processes, procedures and systems that will allow for long-term, continuous improvement. Combined with the infrastructure improvements PRDE has made over the last several years, PRDE is able to set realistic and appropriate achievement goals and hold PRDE's schools accountable for student growth. PRDE believe that our schools can both grow achievement levels for individual students and close gaps between groups of students.

The implementation of the plans described in this ESEA flexibility request will enhance the ability of the Puerto Rico Department of Education and the schools across the island to increase the quality of instruction for all students and improve their achievement levels. Each of the three Principles focus attention on critical elements of school system operations. Puerto Rico welcomes the opportunities created by the Flexibility Waiver and is eager attempt new approaches to improving student achievement. Similarly, PRDE appreciates that fact that the Flexibility Waiver has focused the attention of leaders across the island on key reform areas and created new opportunities for PRDE to engage stakeholders and benefit from new thinking and ideas about strategies to reform the system. Puerto Rico's dedication to accountability, support for educators, spirit of collaboration, and excellence for all students will be essential in guiding Puerto Rico in preparing world-class college and career ready students.

Influencing development of this flexibility request and its various components was the guidance set forth by the U.S. Department of Education (USDE) in a number of resources including *ESEA Flexibility*, *ESEA Review Guidance*, and *ESEA Flexibility Frequently Asked Questions*, as well as other supporting documents developed by the USDE and the Council of Chief State School Officers (CCSSO).

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### **Background and Context for Puerto Rico's Flexibility Request**

The Puerto Rico Department of Education (PRDE) is requesting flexibility regarding specific requirements of the federal No Child Left Behind Act of 2001 (NCLB). As a recipient of federal education funds, the PRDE faces the same responsibility that states face to implement and comply with federal legislation. PRDE's intention is to implement rigorous plans to improve educational outcomes for all students in Puerto Rico, including students with disabilities and limited Spanish proficiency students, close achievement gaps, improve the quality of instruction, and ensure college and career readiness. The educational system in Puerto Rico has some significant differences from other states and these differences represent unique challenges to the systemic change that is needed to improve educational outcomes. The provision of NCLB flexibility will better meet the unique needs of students, teachers, schools, and districts island-wide in Puerto Rico.

### **Puerto Rico's Vision and Mission**

The vision of the Puerto Rico Department of Education is that our students should be the primary

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focus of the system, our teachers are the main agent of change, and our school directors are the facilitators of all processes which occur within each of our schools. To help make this vision a reality, the mission of the Department of Education is to promote the development and formation of the student based on the core values of society, through a free education system accessible to all.

### **Puerto Rico's Educational System**

The Puerto Rico Department of Education is the governmental entity responsible for providing primary and secondary public education in Puerto Rico. Puerto Rico has been working since the 2002-2003 school year to implement the requirements of the No Child Left Behind Act of 2001 (NCLB). Over the years, the PRDE has worked to develop rigorous standards for Spanish language arts, mathematics, science, and English as a second language; it has also developed a system incorporating general assessments (the *Pruebas Puertorriqueñas de Aprovechamiento Académico*; PPAA) as well as an alternate assessment for students with the most significant cognitive disabilities (the *Pruebas Puertorriqueñas de Evaluación Alternativa*; PPEA). The PRDE has worked to submit evidence to the U.S. Department of Education demonstrating its compliance with the law's mandates, and the validity of its implemented standards and assessment systems for their intended purposes.

Each school in Puerto Rico is required to develop (or modify) annually either an action plan for continuous improvement or a school improvement plan. These plans are one element within the Comprehensive School Plans (CSP) that every school develops. The CSP allows each school to :

- document student achievement, staffing, and available resources for the current year using data available through the PRDE central data system
- document the analysis of trends in student achievement, identify root causes for poor student performance, and propose strategies for improving student achieving
- outline school-wide professional development needs and specify additional professional development necessary to meet the needs of specific subgroups of students within the school
- plan activities that reflect the interests and needs of parents, plan initiatives to engage parents in the school's educational processes and promote strong and effective family-school relationships
- plan for the use of local and federal funds for the current school year.

CSP's contain addition detail regarding a school's academic plan and this detail varies by school. School Improvement Grant schools use the school improvement plan based on the results of a SIG needs assessment. All other schools develop action plans based on the Florida and Islands Comprehensive Center, FLICC needs assessment). PRDE uses integrated technology tools to guide the development of these action plans and collect the data for easy monitoring by PRDE.

The PRDE oversees one island-wide education system comprising 1,457 public schools serving more than 471,000 students from kindergarten through grade 12 and employing 31,136 teachers (see Exhibit 1 for the number of schools per level). Of these teachers, 78% have a bachelor's degree, 21% have obtained a master's degree and less than 1% has a doctoral degree. Only about 0.60% of the teachers have less than a bachelor's degree. Most schools in the system (99%) are Title I schools; only

18 public schools are state funded. About half of all the public schools (51%) are considered rural.

**Exhibit 1. Number of Schools per Level and Grades Served**

School Level	Grades	Number of Schools
Elementary	PK-6	851
Middle School	7-9	209
High School	10-12	163
“Segunda Unidad”	K-9	170
Secondary	7-12	40
All Grades	K-12	24

**Structure**

The structure of the education system in Puerto Rico is unique in several ways. First, Puerto Rico is a unitary system serving as both the state educational agency (SEA) and a single local education agency (LEA). The PRDE consists of the central level, led by the Secretary of Education (appointed by the Governor of Puerto Rico and a member of the executive cabinet), regions, school districts, and 1,457 schools (see Exhibit 2). The central level consists of two main undersecretaries: one for academic affairs and one for administrative affairs. The central office also includes a Secretariat of Special Education headed by a deputy secretary. This secretariat handles all matters related to administration, technical assistance, transition, transportation, equitable services and provision of services to students with disabilities and compliance with these provisions.

For administrative purposes, the PRDE divides the geographic area of Puerto Rico into seven regions and 28 school districts. A region is a functional unit of the PRDE under the supervision of a director in which PRDE develops administrative facilitation work for the benefit of school districts and schools falling within a geographical area. Regional directors report directly to the undersecretary of administrative affairs at the central level and are responsible for a variety of activities such as organizing training programs for school administrative personnel (e.g., budget, school staff management, fiscal audits, and purchasing procedures); coordinating transportation services; organizing academic, recreational, and cultural activities for schools; and managing professional services for students with disabilities. Regions are also responsible for providing support to address administrative issues in different schools and providing recommendations for addressing such problems. In addition, regions support schools on discipline norms; maintain teacher certification records; provide orientation to school directors on services and systems related to school security as well as any other administrative function delegated by the Secretary of Education. The Fiscal and Programmatic Monitoring staff located in each Region will be an important part of the oversight of ESEA Flexibility plan implementation. PRDE has created a schedule that establishes the information sessions and trainings that will be held with Regional and district level staff to ensure 1) sharing of information about the Flexibility requirements, 2) collection of input and suggestions and 3) effective implementation.

Although PRDE uses the term “districts,” these entities are not independent local educational agencies (LEAs). This branch of the PRDE operates under the direction of a district superintendent and oversees all academic activities to the schools within each district’s geographical area. District

superintendents report directly to the undersecretary of academic affairs at the central level. Also at the district level are auxiliary superintendents whose responsibilities include direct technical assistance to school directors, and facilitating and overseeing compliance of federal regulations and procedures. Districts also have academic auxiliary superintendents who oversee all academic activities within the schools. Under the academic auxiliary superintendents are academic facilitators who serve as instructional leaders, coaches for teachers, and facilitate professional development on curriculum and instructional strategies. These facilitators also provide support in the design of programs adjusted to the needs of students in the school, and collaborate with school directors in developing programs for talented students, low-achieving students, students at-risk of dropping out, and special education and LSP students.

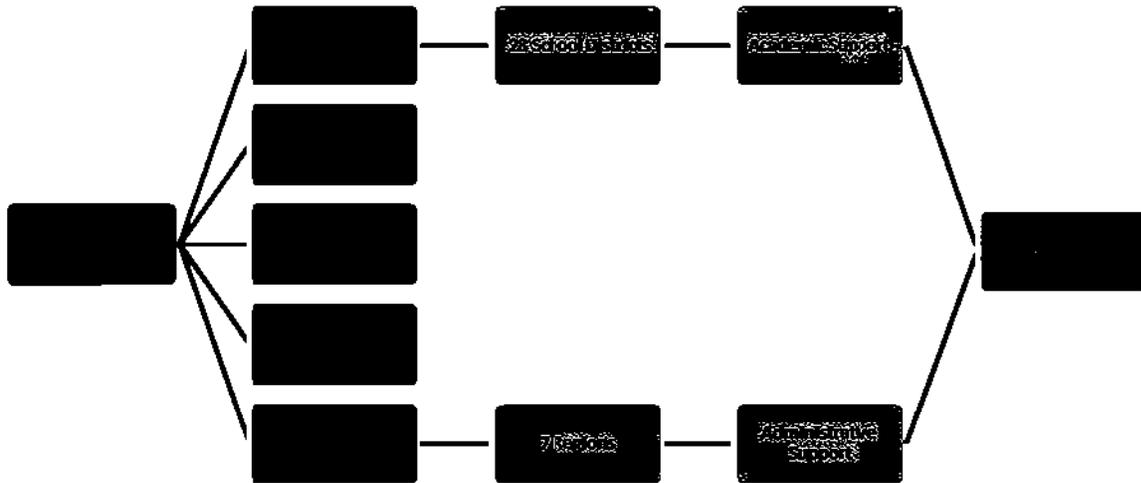
Finally, districts are also responsible for coordinating professional development activities for teachers and other support personnel, as well as running the professional development centers established by the Secretary of Education. All school districts also have a coordinator that oversees the Committee for Parents, whose role is to provide technical assistance to parents, coordinate workshops, and encourage parental involvement in the school community.

As stated before, PRDE as a whole, is the sole LEA operating in Puerto Rico. These districts do not have autonomous decision-making authority, nor do they have fiscal independence. All fiscal responsibilities, communications, and decisions reside within the central level. Regions and districts disseminate information and are granted specific authority to make some decisions.

At the school level, each school has a school director (the equivalent of a principal) who is responsible for administrative tasks and acts as the instructional leader for all teachers in the school. The primary role of teachers is to facilitate the instructional and learning process to help students discover and develop their abilities, as well as to help them develop attitudes and behaviors that enable them to integrate with the fundamental values of today's society.

Given its unique organizational and administrative structure, PRDE executes the responsibilities of both an SEA and an LEA. As has been the case with respect to Flexibility waivers submitted by States, PRDE will outline how it will, from the SEA perspective, develop policies and guidelines, provide materials and technical assistance, engage in oversight and monitoring and provide leadership to all schools and districts. As the LEA, PRDE will explore the various options for implementation that have been proposed in other State's flexibility waivers.

## **Exhibit 2. Relationships Between PRDE Levels**



Note. This diagram is a simplified version of the official PRDE organizational chart which is included in this flexibility request as Attachment 13.

### **Laws and Regulations**

The PRDE is presided by the Law No. 149 of July 15, 1999, also known as the Organic Act of the Puerto Rico Department of Education, which forms its current structure with other legal statutes. This law outlines the roles and responsibilities of each member of the school community including students, teachers, support staff, the school director, and district facilitators. It also delineates the roles of the Secretary of Education, who is authorized to create and implement regulations for the public school system, known as *Cartas Circulares* (Circular Letters) and *Reglamentos* (Regulations).

Law No. 149 established the policies of the Puerto Rico public school system and authorized the designation of the schools on the island as community schools providing them with the autonomy to govern certain academic, fiscal, and administrative matters, while belonging to a coherent education system. Such autonomy includes establishing institutional priorities with regards to selecting instructional personnel, adapting academic programs to meet the needs of the student population, experimenting with new organizational and instructional strategies, developing extra-curricular activities that benefit the students and the community, and preparing and administering the school budget, among other responsibilities. Although public schools in Puerto Rico have certain autonomy, they do follow the Department's policies such as school calendars, curricula, and other policies and laws (local and federal).

Since Law No. 149 does not address internal policies, Secretaries of Education usually issue policies known as *Cartas Circulares* (Circular Letters) to address those needs. A circular letter is a publication or communication to provide guidelines on how to comply with a regulation or statute and is authorized by the Secretary of Education. In essence, these are the vehicle to transmit communications between the secretary and personnel at the central, regional, district, and school

level and these guide the fiscal, academic, and administrative procedures of the Department of Education. For example, *Carta Circular 17-2010-2011* establishes the guidelines for an academic school calendar that must include at least 180 instructional days and six daily hours of instruction. In addition, Regulation rules (*Reglamentos*) are meant to carry out the organic law and its amendments. The regulations are authorized by the Secretary of Education and the Secretary of State.

### ***Language of Instruction***

Although Spanish is the language of instruction in Puerto Rico, the Law No. 149 states that each school must help its students acquire mastery of oral and written communication in both Spanish and English. PRDE's dual language requirement is different from other states and adds an additional requirement outside of NCLB requirements. The public school system in Puerto Rico was established at the turn of the 20<sup>th</sup> century under United States control of the island. Given the extent of the U.S. influence on the island, the structure of public schools in Puerto Rico at the time was set up to mirror that of the U.S. – schools would be free of charge to students and funded by the state. The official language of instruction has fluctuated between Spanish and English over the years. In 1901, English was imposed as the language of instruction only to be overturned in 1915 when Spanish became the official language. These changes occurred several more times throughout Puerto Rico's educational history, including the use of both languages during instruction at varying levels depending on the grade. In 1949, Spanish was declared the "vehicle of instruction" by Instruction Commissioner Mariano Villaronga. Since then, English as a second language has been taught as part of the K-12 curriculum every year.

### ***Student Population***

During the 2011-2012 school year, approximately 471,677 students were enrolled in Puerto Rico's public schools. These public school students account for approximately 57% of the island's total population of students in grades PK-12 while 43% of Puerto Rico's students attend private schools. This percentage is higher than reported national rates where enrollment in private schools is 10% (NCES, 2010). The population of students who attend public versus private schools may have significant demographic patterns such as the distribution of economic status and disability.

PRDE's public school population is fairly homogenous; less than 3% of the student population consists of ethnicities other than Puerto Rican (Hispanic, non-Puerto Rican 1.71%; American Indian/Alaskan Native 0.30%; White, non-Hispanic 0.15%; Black/African American 0.03%; Asian 0.01%; and Native Hawaiian/Pacific Islander 0.01%). The two largest subgroups on the island are students with disabilities and economically disadvantaged students. Approximately 20% of all students in our public school system have been identified as students with disabilities, compared to approximately 13% of public school students nationally (NCES, 2011). The Center for Special Education Services (*Centro de Servicios de Educación Especial*, CSEE) coordinates the process of identifying students eligible to receive special education services. The CSEE has increased efforts to develop procedures and guidelines for the appropriate identification and evaluation of students with disabilities. Despite the availability of these procedures, the disparity between Puerto Rico's rate and the national average indicates potential issues with the identification of students who are eligible for services and the adequacy of the training provided to school and district staff members, including teachers, and the reliability of the screening evaluations.

Limited Spanish proficiency (LSP) is the student group in Puerto Rico that under the USDE approved Accountability Workbook (2009) replaces the Limited English Proficient (LEP) subgroup. There are currently 2,640 students in the public schools that have been identified as LSP. The PRDE provides

services and support to these students in the acquisition of Spanish proficiency and meeting academic standards. Just as with the LEP subgroup, once these students demonstrate language proficiency using the state identified language proficiency test, they exit LSP status.

### **Graduation Rate**

PRDE has transitioned to the U.S. Department of Education (USDE) cohort graduation rate. Graduation rate uses a standard adjusted cohort measurement that measures the number of students who graduate in a standard number of years with a regular high school diploma by the number of students who form the adjusted cohort for that particular class. For U.S. high schools, which are predominantly four years long, the cohort starts with grade 9 and ends with graduation in grade 12. In Puerto Rico, 83% of PRDE's high schools consist of three grades spanning 10<sup>th</sup> through 12<sup>th</sup> grades. As such, Puerto Rico will report a three-year adjusted cohort graduation rate starting with grade 10 and ending with graduation in grade 12, as approved by the USDE in 2009.

PRDE's graduation rate cohort consists of first-time 10<sup>th</sup> graders in the 2009-2010 school year at each high school, plus any students who transferred into the cohort through the 2010-2011 and 2011-2012 school years, minus any students who show evidence of: transferring out, emigrating to another country, or passing away during the three-year period. Students who leave for any other reasons, or do not present the required evidence, may not be removed from the cohort. The PRDE used the transitional graduation rate as described in the approved Accountability Workbook (2009) through the 2011-2012 school year. This rate was an adaptation of the method recommended by the National Center for Education Statistics. The first true cohort graduation rate based on the cohort that should have graduated in the 2011-2012 school year became available in January 2013. The following table describes the results of the first true cohort graduation rate for all students and subgroups.

Student Population	Rate First Class (2009-2010)
All Students	64.45
Subgroups	
Economically disadvantaged	60.65
With disabilities	54.93
LSP	52.93
Ethnicity	
Multicultural or Multiracial	93.33
Hispanic (not Puerto Rican)	92.01
White or Caucasian (not Hispanic)	88.23
Puerto Rican	64.01

PRDE is considering including additional years continuously into PRDE's calculation of graduation rates to better account for the experience of students with special needs who typically stay in high school longer than three years.

### **Challenges**

Puerto Rico has several unique challenges that are explained below and help to demonstrate PRDE's need for ESEA flexibility. Key among these challenges is: 1) a significant number of schools in

improvement, 2) the need for implementation of a longitudinal data system and 3) teacher representative organizations.

***Schools in Need of Improvement***

For the 2012-2013 school year, a total of 1,321 (91%) schools have been categorized as needing improvement under ESEA. About 52% of these schools have been in improvement for four years or more (see Exhibit 3 for the number of schools in each school improvement category, by school level). Though a significant number of mainland states also experience an annual increase in the number of schools in improvement, Puerto Rico has a unique challenge; all but 151 of Puerto Rico's public schools have been identified as "in need of improvement" under NCLB. This ESEA flexibility request will allow PRDE to focus critical funds on the students that need the most assistance.

**Exhibit 3. Number of Schools under ESEA in Need of Improvement, by School Improvement Category and School Type, School Year 2012-2013**

	Year 1	Year 2	Corrective Action	Restructuring 1	Restructuring 2	Restructuring 3	Restructuring 4	Restructuring 5	All Levels of Improvement
Elementary Schools (K-6)	78	81	203	123	30	49	64	117	745
Middle Schools (7-9)	3	0	10	13	8	9	19	145	207
Segunda Unidad (K-9)	4	4	31	36	9	18	25	38	165
Secondary Schools (7-12)	1	3	6	3	0	4	1	15	33
High Schools (10-12)	1	3	14	16	7	9	15	95	160
All Grades (K-12)	1	2	3	1	1	1	0	2	11
All Schools	88	93	267	192	55	90	124	412	1321

### **Data Systems**

Although PRDE collects significant information on students and schools, including demographic information and performance data, obstacles to analyzing and using this data currently exist. For example, the information on students with disabilities is located in two different systems, the MIPE Web (information system for special education students) and the island-wide student information system (*Sistema de Información Estudiantil*, SIE). This poses a challenge when tracking these students in the system since students have a different ID number in each system. PRDE's department recently received a Statewide Longitudinal Data Systems (SLDS) grant from the U.S. Department of Education. PRDE will contract two separate providers to develop the Statewide Longitudinal Data System: one provider will develop the database, a second provider will administer the development process and provide technical assistance. The contracting process is currently underway and the expected date of the contract award is on or before August 1<sup>st</sup>, 2013. The development of a Statewide Longitudinal Data System is a necessary step forward towards establishing a K-16 data system. As we implement this work, the integration between data systems will improve and PRDE will have the ability to provide schools with more robust and complete data sets that can inform their school improvement planning and teacher evaluation decisions.

#### **Puerto Rico's Statewide Longitudinal Data Systems Grant**

Our SLDS grant will support the design, development, and implementation of a K-12 statewide longitudinal data system with the ultimate objective of enhancing education policy and operational decisions with hard data pertaining to student achievement over time. It also aims to establish the necessary organizational, political, procedural, systemic, and human resource mechanisms necessary to perpetuate its use by education stakeholders at all levels (central, regional, district, and school levels). The objectives of this effort are to:

- effectively implement the K-12 portion of what shall be Puerto Rico's full-fledged statewide longitudinal data system;
- establish and perpetuate an effective K-12 data governance and quality function that shall proactively guarantee information reliability; and
- uniformly instill an information-based education performance management culture among vested stakeholders.

It is PRDE's intention to assist districts and schools with technology that results in increased use and analysis of data that will inform instruction. PRDE are working towards creating a culture of decision making based on data coordinating workshops for teachers and administrators, presenting information at conferences, and disseminating relevant literature. For instance, in June 2012, we conducted a data use workshop for regional coordinators, school directors, and superintendents from all seven regions of the island. The purpose of this workshop was to advance PRDE's efforts toward effective communication and improve the use of PPAA results data. The workshop was designed to support the following goals: 1) improve participants' understanding of assessments results and interpretations; 2) improve participants' knowledge and ability to purposefully utilize data in school-wide decision making; and 3) strengthen participants' ability to access and use accurate data to inform decisions. Workshops that support the adoption of data driven decision making are discussed throughout this Flexibility proposal. With respect to use of the dashboards, PRDE will offer workshops at various times throughout

the year including 1) before each school year, 2) during the creation of CSPs, 3) and at planned professional development meetings scheduled during the school year. The latter group of trainings may focus on the use of PRDE's dashboards. These trainings will be planned by the Office of the Undersecretary of Academic Affairs. Staff from the district and Central regions will support this work. In addition, schools may detail a request for training on data driven workshops within their CSP and improvement or action plans. Schools may also identify need for additional training on data driven decision as a result of the needs assessments. These workshops will be planned and delivered through a collaboration between schools and district level staff. External providers may also be able to assist in these efforts. In this way, PRDE has ensured that all educators have access to data driven decision making training and created school-level opportunities for additional training. The format, timing and integration of this training will be done in such a way that PRDE can balance the need for training with existing constraints surrounding teacher time.

### ***Teacher Representative Organizations***

Finally, our teachers in Puerto Rico are not currently represented by elected and certified teachers' unions. However, teachers are active in five primary teacher representative organizations, including non-certified teacher unions. The discussion below provides critical information on teacher mobilization and the role of teacher representative organizations on the island.

There are several laws that regulate the right of public employees to organize and participate in syndicated organizations. Laws 134 of 1960 and 139 of 1961 both conceded public employees the right to form "bona fide" organizations with the purposes of seeking employees' social and economic progress as well as promoting the efficiency of public services. These organizations, though they lack legal authorization to serve as traditional unions, in many ways act and perform activities similar to them. For example, in certain cases, syndicated organizations can negotiate with employers or write contractual letters.

Law No. 45 of 1998, also known as the "Puerto Rico Public Service Employee Relations Law" (*Ley de Relaciones de Trabajo de Servicio Público de Puerto Rico*) grants public employees of traditional central government agencies, for whom the Public Service Employee Relations Law does not apply, the right to organize and negotiate work conditions under the parameters established by the law (45). Thus, Law No. 149, PRDE's organic law, recognizes the right of teachers to participate in syndicated organizations as regulated by Law No. 45.

Currently, there are five primary teacher-representative organizations in Puerto Rico – the *Federación de Maestros*, the *Asociación de Maestros*, *Únete, Educamos*, and *Educadores Puertorriqueños en Acción*. Although some of these organizations have been decertified since 2008 and do not presently have the legal right to represent teachers in collective bargaining, the presence of these organizations has real policy implications for the PRDE. Each of the existing teacher representative organizations, in addition to the organizations for school directors (*Organización Nacional de Directores de Escuela de Puerto Rico* and *Educadores Puertorriqueños en Acción*), remain actively involved in the education arena, offering their opinions on every matter related to the PRDE.

### **Response to Challenges**

Puerto Rico has a modern, complex educational system with rigorous academic and content standards, and aligned curriculum, that are well suited to ensure that students who master the standards are college and career ready. PRDE are successfully making progress to enhance our schools and are implementing several grants and other island initiatives to ensure continued progress. As indicated

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above, this alignment has been evidenced by the analysis completed by the UPR. This request, if approved, will allow the PRDE to make quantum level changes to make PRDE’s system more effective for all students, especially SWDs and LSP students. It will also provide PRDE with an opportunity to implement much needed system-level reforms that could not be done if the existing federal requirements remain unchanged.

### **Theory of Action Guiding PRDE’ Flexibility Request**

The theory of action in Exhibit 4 provides a broad representation of the logic guiding this flexibility request. The first box contains the assumptions about each part of PRDE’s education system addressed in principles 1 through 3. The last statement in the outcomes box is the ultimate goal of the PRDE’s accountability and assessment system. The arrows show the conditional relationships between the claims.

PRDE recognize the impact of different variables such as effective educators and school leaders, instructional materials, and supports and interventions have on student achievement. PRDE are committed to ensuring that every student in PRDE’s public schools achieves mastery in core content areas and graduates from high school with the knowledge and skills necessary to succeed in college or career. Thus, in order to achieve the outcomes illustrated in the theory of action, we need to achieve the outcomes listed for the PRDE educational system. During the last five years we have improved considerably PRDE’s standards, assessment, and accountability system; these efforts serve as the foundation for the proposed plans in this ESEA flexibility request related to the elements of change.

PRDE believe that providing teachers and school leaders with appropriate curriculum materials, high quality professional development, and a strong system of supports will in turn eliminate obstacles for student success and create a public system where teachers are highly effective and every student achieves to high expectations. In these system students from PRDE’s public schools are able to graduate from high school ready for college and careers.

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Exhibit 4. Theory of Action

**Assumptions**

Goals for students’ achievement are realistic and achievable

Content standards and grade-level expectations for college and career readiness are well defined

High quality assessment systems are designed to align to academic expectations and measure student growth

School directors and teachers effectiveness measures include use of student growth

**Elements of Change**

Teachers use curriculum materials that allow instruction aligned with grade-level content for all students including SWDs and LSPs

Increase access to quality professional development to enhance school leadership, improve teaching and increase student learning

Teachers and school directors are provided with appropriate supports to help them improve their practice

All schools are provided with research based interventions to address their specific needs

**Outcomes**

Educators improve their instruction to become highly effective

Barriers to students’ success are eliminated

All students achieve higher academic outcomes

All students graduate from high school ready for college or career

**PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS  
FOR ALL STUDENTS**

**1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS**

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p><b>Option A</b></p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p><b>Option B</b></p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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**1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS**

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

## **2007 Content Standards and Grade Level Expectations**

The Puerto Rico Department of Education (PRDE) has taken several steps over the preceding four years to make improvements in PRDE's systems of standards, assessment, and accountability. PRDE made PRDE's first leap forward when we revised our academic content standards in 2007 to support more rigorous academic instruction and alignment with national expectations. PRDE formally approved and adopted new academic content standards in Spanish language arts and mathematics for grades K-12 in 2007. These standards include grade-specific content expectations for all students in each grade level. PRDE included teachers from each of the content areas across all regions, curriculum specialists, special education teachers, professors from a variety of public and private universities, stakeholders from community agencies, and community members familiar with the instructional needs of students with disabilities and limited Spanish proficiency speakers, in all different stages of the development and revision of the 2007 content standards. PRDE also requested feedback from the public by holding public hearings during the development of the new standards and considered public commentary on the issue.

Several studies evidence the success of this revision process and the rigor of PRDE's 2007 content standards. The first study was conducted by the National Center for Educational Statistics at the U.S. Department of Education (2009). This study was one of several commissioned by the USDE to investigate possible explanations for the very low performance of Puerto Rico's students on the National Assessment of Educational Progress (NAEP) and included a review of our previous (2000) and current (2007) academic content standards in mathematics in relation to the NAEP mathematics frameworks. This study revealed that the 2007 standards were "aligned well with NAEP's content standards and objectives" and were superior to the 2000 version of our standards. Specifically, the 2007 PRDE content standards were written at the appropriate levels of specificity and met the alignment criteria of categorical concurrence and balance of representation, as well as range-of-knowledge correspondence.

To ensure that its content expectations for all students in Puerto Rico remain rigorous, we also commissioned an evaluation of the alignment between PRDE's 2007 academic content standards in Spanish language arts and mathematics and the Common Core State Standards (CCSS). Specifically, we wanted to determine the degree to which the CCSS address the academic content covered in the PRDE content standards and determine the overall quality of the PRDE content standards compared to the CCSS. The crosswalk study compared the PRDE Spanish language arts (SLA) content standards and grade-level expectations to the CCSS English language arts (ELA) standards in grades 3-8 and 11 and the PRDE mathematics content standards and grade-level expectations in grades 3-8 and 11 to the CCSS mathematics standards. Although the PRDE content standards in SLA provide the framework for ensuring mastery of the Spanish language in a similar manner to the way in which ELA standards provide the framework for ensuring mastery of the English language in most U.S. schools, researchers acknowledged some differences in the areas of learning culture and history through writing, non-fiction, and literature while conducting the study. This study used Depth of Knowledge (DOK) rubrics based on the model developed by Norman Webb (1997) ranging from 1 (the least cognitively complex) to 3 (the most cognitively complex). The study also compared the content covered by PRDE content standards to the content covered by the CCSS by determining whether the content addressed by each PRDE grade-level expectation could be found in one or more of the Common Core standards. The match between the level of content covered in the PRDE content standards in Spanish language arts and mathematics and the content covered in the Common Core State Standards in both content areas was very high (see Exhibit 5).

**Exhibit 5. Coverage of PRDE Content Standards by Common Core State Standards**

	Math		Language Arts	
	# of PRDE expectations	% of PRDE expectation	# of PRDE expectations	% of PRDE expectations
<b>Covered by 1 Common Core standard</b>	243	58%	294	82%
<b>Covered by 2 or more CCSS</b>	113	27%	21	6%
<b>Not covered</b>	65	15%	42	12%

Eighty-eight percent (88%) of the PRDE content standards in Spanish language arts are covered within the CCSS in English language arts, and 85% of the PRDE content standards in mathematics are covered within the CCSS in mathematics. The overall findings from the crosswalk study indicated a strong correspondence between the DOK in the PRDE content standards and the DOK in the CCSS (see Exhibit 6 and Exhibit 7). Taken together, these findings suggest that the PRDE content standards are rigorous and of adequate complexity.

**Exhibit 6. Average Depth of Knowledge (DOK) by Grade: Mathematics<sup>1</sup>**

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 11-12
<b>CCSS</b>	1.36	1.36	1.50	1.28	1.79	1.71	1.91
<b>PRDE</b>	1.35	1.35	1.33	1.46	1.44	1.71	1.70

**Exhibit 7. Average Depth of Knowledge (DOK) by Grade: Language Arts**

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 11-12
<b>CCSS</b>	2.00	2.16	2.31	2.37	2.51	2.51	2.68
<b>PRDE</b>	1.83	1.76	1.91	2.02	2.03	2.13	2.32

In October 2012, USDE officially certified PRDE’s standards and assessment system as being in compliance with ESEA standards and assessment requirements (see letter attached). Thus, Puerto Rico complies with all statutory and regulatory requirements. In addition, Puerto Rico is fully engaged in implementing a plan for the continuous increase in rigor of PRDE’s current assessment to prepare all students to thrive in their transition to higher studies or work and to meet the requirements of a “high-quality” assessment, as defined in the *ESEA Flexibility* policy document, by 2014-2015. PR is just now initiating a revision of both its content standards (“beginning in 2013-2014”) as well as development of HQAs (TAC “began” discussion regarding new assessments in June ’13).

<sup>1</sup> This metric was calculated in the following way: expert panelists used Depth of Knowledge rubrics based on the Norman Webb (1997) model ranging from 1 (the least cognitively complex) to 3 (the cognitive complex).

In the 2012-2013 school year, PRDE initiated the processes necessary to be able to field test constructed response items. The initial aspects of this work involved 1) developing an approach that was compliant with the HQA ESEA Flexibility document and 2) working with a vendor to develop a field test item for each assessed grade level that represented a high DOK aligned and was also aligned with the CCSS. Field test items will be piloted during the 2013-2014 and 2014-2015 school years in. Once the piloted items are operational, PRDE will continue developing and field testing new items to further increase the rigor of our assessment system. Related to future field testing, it should be noted that PRDE's efforts **will also involve teaching students how to respond to new types of prompts and assessment items.**

Only those items that are found to be reliable and valid will be included in/used as part of PRDE's assessment system. To ensure that only valid and reliable items are included in PRDE's assessment system, PRDE will work with the vendor and ensure that risks associated with poor assessment quality are addressed. Mitigation actions in this area will include ensuring that new items are pilot tested and technical issues related to poor item performance are addressed. Specific examples of these efforts include holding quarterly review meetings with the vendor to assess item quality and requesting that the vendor provide a summary report of all item quality findings. PRDE will continue this practice until the new high-quality assessments are completed. The new high quality assessments are scheduled to be completed and administered in the 2014-15 school year, although PRDE will continue to build upon the high quality of its current system in subsequent years, as well. It should be noted that while PRDE will continue to field test items in accordance with the test development blueprint, PRDE does not intend to include field test items in accountability determinations.

To reiterate, PRDE will engage in necessary field testing and related test development practices to ensure that the new high-quality assessments are operational in 2014-15. In addition, PRDE remains committed to continued development of items that improve the quality and rigor of its State assessments and will retain its current practice of embedding field test items in every operational form. PRDE expects to engage in a process of continuous improvement that may also involve stand-alone field testing of new items, just as we are in fall 2014, in subsequent years. This effort will guarantee that PRDE's item bank continuously meets the rigor of a High Quality Assessment aligned with the CCSS. Although field testing of possible new items will continue to take place once the new assessment is fully operational, field test items will not be used in accountability determinations.

PRDE has been working in the development of a growth model to measure students' academic achievement longitudinally. The growth model will be used to identify the academic priorities for each student and select the most rigorous and effective academic interventions. It will also be used to evidence how PRDE is ensuring that all students are gaining access to and learning content aligned with its standards.

Specifically, a growth model will be implemented for Spanish and mathematics in grades 4 through 8 and 11 that is consistent with the current PPAA and PPEA assessment systems. Information about growth models used in other states was gathered in August 2012 and options that might be appropriate for Puerto Rico were discussed with the Technical Advisory Committee during the September 2012 meeting. After considering the options and the nature of the Puerto Rico PPAA and PPEA assessments, the Technical Advisory Committee recommended a Transition Matrix model of growth. Data from the 2011-2012 and 2012-2013 administrations of the Puerto Rico assessments were then used to construct and analyze the characteristics of the Transition Matrix model. A major

advantage of the Transition Matrix approach is that it can be applied with the PPEA as well as the PPAA assessment. It is anticipated that student growth information for Spanish and mathematics in grades 4 through 8 will be available for the 2013-2014 reporting period for all schools including SIG/Priority Schools. PRDE will continue to work with technical experts and our TAC to determine how it can expand the use of a growth model to allow for its use with all grades and subject areas. Due to practical limitations, short term efforts will focus on developing and testing a model for using a growth model with tested grades and subject areas.

The spring 2012 administration will serve as the base year for the growth model. A general timeline for the development and implementation of the growth model is shown below.

<b>Key milestones or Activities</b>	<b>Detailed Timeline</b>	<b>Party or Parties Responsible</b>
Information about growth models gathered	August 2012	Standards & Assessment Unit; external vendor
Growth model options discussed with the Technical Advisory Committee; selection of Transition Matrix	September 2012	Standards & Assessment Unit; external vendor
Data from the 2011-2012 and 2012-2013 school-years used to develop the Transition Matrix	October 2012-June 2013	Standards & Assessment Unit; external vendor
Growth scores incorporated into the scoring and reporting systems	January-June 2013	Standards & Assessment Unit; Statistics Division
Growth results for Spanish and Mathematics reported	Beginning on 2013-2014	Statistics Division

The alternative assessment, PPEA, does not use a total raw or scale score but rather reports student results as a pattern of ratings across the dimensions of Progress, Performance, and Complexity. The possible score patterns were classified into performance levels during the 2009 standard setting meeting. The Transition Matrix approach is applied to the PPEA by further assigning the score patterns to sub-proficiency levels. With the integration of a growth model and the approval of PRDE's high quality assessment, PRDE complies with option B of the Principle 1.

The following table shows the timeline for the potential revision of standards aligned with the assessments.

<b>Key milestones or activities</b>	<b>Detailed timeline</b>	<b>Party or parties responsible</b>
RFP for standards review; review process begins	2013-2014 school year	Standards & Assessment Unit; OFA; Auxiliary Secretary of Academic Services
PPAA administration	April 2013	Vendor and Standards & Assessment Unit

RFP for developing formative evaluation for the non-tested grades and subjects; development of formative assessments begins	2013-2014 school year	Standards & Assessment Unit; OFA; Auxiliary Secretary of Academic Services
RFP for developing a PPAA test aligned with the revised standards	2013-2014 school year	Standards & Assessment Unit; OFA; Auxiliary Secretary of Academic Services
PPAA administration	April 2014	Vendor and Standards & Assessment Unit
PPAA administration and field test test new items for revised standards	April 2015	Vendor and Standards & Assessment Unit
Implementation of the new formative assessment for the non-tested subject and grades	2015-2016 school year	Vendor and Standards & Assessment Unit
New high-quality assessment aligned to PRDE's CCR standards will be administered"	April 2016	Vendor and Standards & Assessment Unit

**Note: PRDE has made the decision to adopt new standards.**

**University of Puerto Rico Alignment Analysis**

The University of Puerto Rico (UPR) is the only public 4 year degree university in Puerto Rico. The system consists of 11 campuses across the island and has approximately 62,000 students and over 5,000 faculty members. In December 2011, we collaborated with the UPR system to assess the alignment between the mathematics, science, Spanish language arts, and English standards adopted in 2007 for grades 10 and 11 with the knowledge and skills needed to succeed during the freshman year in college. (Additional information is included in the Addendum " Certification Document from the Universidad de Puerto Rico") Specifically, this analysis was conducted by UPR's two main campuses which are recognized for its rigorous curriculum and high standards. In order to analyze the alignment and ensure college and career readiness, a team of 15-20 well respected professors from the UPR Mayaguez and UPR Río Piedras, compared PRDE grade-level expectations against the objectives outlined in their first year syllabus for pre-calculus, general biology, general chemistry, English and Spanish. The findings of this analysis indicate that high school students who master the 2007 content standards and grade-level expectations will not need remedial courses during their freshman year in college (see attachment 5).

**Standards-based Instruction and Professional Development**

Although the 2007 content standards are rigorous and have met the USDE peer review requirements, teachers have had challenges implementing these standards in their daily instruction. PRDE has supported, and continues to support, teachers to ensure the alignment of their daily plans with these rigorous standards. PRDE used a recent study of the links between classroom instruction and PRDE content standards conducted during spring 2010 to inform the development of its support. This study found that not all teachers have a mastery level understanding of their content area and teachers usually attempt to focus their instruction on the standards they find to be the most important, resulting in lack of consistency in instructional emphasis on key concepts across the island. Based on the results of the study, PRDE has decided to provide teachers with more consistent and effective island-wide training on how to translate standards into comprehensive instruction.

PRDE is also using findings from a consequential validity study during spring 2011 to inform the development of the supports it provides to teachers. Based on the results of the 2011 study, PRDE is providing technical assistance to help teachers feel prepared to implement standards-based instruction. PRDE' support in this area also focuses on helping teachers develop a deep understanding of the academic content and skills reflected in the standards and grade-level expectations.

### ***Curriculum and Professional Development***

PRDE is committed to provide teachers with the support they need to improve standard based instruction and ensure that all students in Puerto Rico have access to high-quality curriculum materials. PRDE developed supporting curriculum materials for grades K-12 for Spanish, Mathematics, Sciences and English as a Second Language using Understanding by Design to support standards-based instruction and the professional development of teachers. These efforts were developed and implemented in several phases. During the initial phase the following core documents were created:

- Vertical Alignment
- Scope and Sequence of Content per grade and class (k-12)
- Curriculum sequence calendars and curricular maps for grades 4<sup>th</sup> – 8<sup>th</sup> including all components of the curriculum
- PRDE normative documents
- Successful practices with scientific evidence

Next, a pilot study was conducted in six schools from different regions. Given the positive results of the pilot study, PRDE developed curricular maps for K-3 and 9-12. Over 300 district academic facilitators from all the regions of Puerto Rico were trained in the use of the new materials and the scope of the new normative.

#### ***Phase One: 2010-2011***

Phase 1 of the curriculum project occurred during the 2010-2011 school year. The achievements during this phase included: creation of a K-12 scope and sequence that streamlined the content area standards, eliminating redundancy and introducing a spiraling approach to instruction that focuses on vertical alignment; and the development of standard-based grade level curriculum frameworks and pacing guides in Spanish language arts (SLA), English as a second language (ESL), mathematics, and science for grades 4-8.

A curriculum and professional development stakeholder committee was developed, in which designated teacher leaders from Puerto Rico collaborated and consulted with curriculum writers to refine the curriculum frameworks and associated materials during March and April 2011. This committee took responsibility for ensuring the development and implementation of the outlined plans for curriculum and professional development were in alignment with the Department's vision and goals.

Also, a pilot professional development boot camp was established for selected teachers in grades 4-8 representing each of the seven regions in Puerto Rico. The boot camp aimed to address standards-based curriculum and instructional support in two main areas: 1) overview and interpretation of

content area standards; and 2) overview of curriculum maps and introduction of standards-based instruction, including best practices for content area instruction. A boot camp work session took place over four days in June 2011 to present draft curriculum and professional development materials to about 36 teacher leaders from each of the six pilot schools. A full-scale boot camp took place over two days in October 2011 for approximately 65 content area teachers from the six pilot schools to be presented with the final curriculum maps and supplemental materials with the expectation that teachers would return to their schools and implement the newly acquired curriculum frameworks during the 2011-2012 school year.

The net effect of these efforts advance PRDE's effort of implementing college- and career-ready standards statewide. PRDE's progress in this area improved opportunities for all students, including English Learners, students with disabilities, and low-achieving students to gain access to and learn content aligned with PRDE's standards.

#### *Phase Two: 2011-2012*

Phase 2 of the curriculum project occurred during the 2011-2012 school year. This phase included the development of grade level curriculum frameworks and pacing guides in grades K-3 and 9 in SLA, ESL, mathematics, and science, and for core content courses at the high school level; involvement of key stakeholders in the planning and development process; and a system for building capacity among teachers and administrators by encouraging a deeper understanding of standards-based instruction.

Similar to the development of curriculum materials for grades 4-8, a stakeholder committee composed of several teacher leaders from all content areas served as collaborators in this work and ensured the development and implementation of the outlined plans for curriculum and professional development were well aligned with PRDE's vision and goals.

In PRDE's commitment to continue building capacity across the island, a full scale professional development boot camp was held in June 2012 for over 300 academic facilitators representing each one of the seven regions in Puerto Rico. The purpose of this boot camp was to provide the academic facilitators with an overview of the different content areas curriculum maps and introduction of standards-based instruction, including best practices for content area instruction for grades K-3 and 9-12. The academic facilitators were presented with standards-based assessment strategies that are aligned with the curriculum maps and shared ideas with colleagues about how to use the curriculum tools and strategies in the classroom.

The academic facilitators have been key to PRDE's efforts in the wide-scale implementation of the curricula across the island during the 2012-2013 school year. For example, during the summer of 2012 we asked all school districts to develop a work plan for the implementation of the curriculum materials for all schools including training for school directors, academic teachers, and special education teachers. School directors received a curriculum workshop on July 2012 and teachers received their curriculum workshop on September 2012. The Auxiliary Secretary of Academic Services also trained the program directors for the four core content areas and other non-tested subject areas. The program directors from the core content areas will disseminate the curriculum materials to their teachers while the Auxiliary Secretary of Academic Services made a commitment to revise the standards for non-tested subject areas and develop aligned curriculum materials for these.

Curriculum materials were created to support teachers in improving standard-based instruction for all

students, including student subgroups. PRDE's curriculum materials integrate our rigorous standards in vertical (K-12) and horizontal (all subjects) alignment with clear growth expectation for students with disabilities. As the pilot developed, it became apparent that the materials and training needed to be better aligned with teachers' specific needs. For instance, teachers found it difficult to integrate the materials into their everyday practice due to lack of resources and content challenges. Additionally, since PRDE's current policies establish that the use of the new curricular materials is optional, teachers and other PRDE's academic support staff did not feel compelled to take concrete steps to overcome any barriers they faced in the implementation of the new curricular materials. See details below regarding when the use of these materials will be required. Hence, improved standard-based instruction and access to high-quality curricular materials was hindered. PRDE is committed to engaging in continuous improvement and will use these learning experiences to inform future workshops and efforts to develop new materials.

### *Current Efforts*

PRDE is taking several steps to eliminate barriers and support teachers in the transition to standard-based instruction and high-quality curriculum materials.

**Policies and Procedures:** The development of policies, procedures, strategies, professional training and coaching to support personnel will be the primary tool for effective teaching based on PRDE's rigorous standards. First, the Standards and Assessment Unit and the Office of the Undersecretary of Academic Affairs will lead an effort to improve teacher training with an eye for promoting teachers' understanding of the curricular materials and their use in the classroom. Specifically, the Standards and Assessment Unit, in coordination with all the Directors for Academic Programs, has formed working groups by academic subject to evaluate structural and content barriers that may be hindering appropriate use of the materials. Academic facilitators, teachers and other members of the educational community are part of the working groups. PRDE will issue a *Carta Circular de Planificación de la Enseñanza* (circular letter) in September 2013 to communicate to all school directors that implementation of the curriculum is mandatory.

**Professional Development:** All PRDE's professional development activities and initiatives are guided by two documents, *Puerto Rico's Professional Standards for Teachers* and the *Profile of the School Director in the Puerto Rico Department of Education*. These documents consist of the standards for effective teaching and leading that promote student learning and enhance professional practices. They define what high quality teaching and leading should look like in all PRDE's K-12 schools. As a rule, all professional development activities are planned, designed and structured to provide continuous opportunities to master content, strategies and the methodologies needed to improve student achievement as well as follow up and evaluation of the application of the acquired knowledge.

All PRDE teachers and directors are required to attend mandatory system-wide professional development activities. The system-wide professional development efforts provide teachers with supports related to the implementation of the curriculum and are designed to help teachers 1) feel prepared to implement standards-based instruction and 2) develop a deep understanding of the academic content and skills reflected in the standards and grade-level expectations. As indicated above PRDE will issue a *Carta Circular de Planificación de la Enseñanza* (circular letter) in September 2013 to communicate to all school directors that implementation of the curriculum is mandatory.

Presently, all PRDE schools have a requirement that 10% of their school budget be devoted to professional development. This professional development is documented through the CSP process and is aligned to school-specific needs. PRDE will monitor to ensure that teachers and school directors consider the document outlining PRDE's expectation for the performance and ongoing professional development of educators in its system (referred to locally as "professional standards" in the development of school-level professional development plans. PRDE will also monitor to ensure that this professional development also aligns with a school's overall needs, the needs of particular subgroups, the proposed school improvement interventions and any other professional development needs determined based on evaluations of teachers' professional performance. professional standards in their professional development Intervention Plans. Additional information on professional standards also appears on pages 142-148.,

### **Additional Professional Development In Support of Principle 2**

The Standards and Assessment Unit and the Academic Program Directors are working together with the district academic facilitators and the personnel in charge at the districts to make sure all relevant personnel is properly trained and can provide professional training and support to teachers. They are working with its external providers to develop a comprehensive system of professional development targeting implementation of PRDE's curricula island-wide. The key components of the plan are:

- Island-wide implementation of professional development supports beginning in October 2013;
- Tiered implementation to target the SIG, priority, and focus schools in a more intense manner:
  - SIG and priority schools will have on-site content-specific coaches that are assigned to no more than two schools each and will establish Communities of Practice to support schoolwide changes;
  - Focus schools will have on-site content-specific coaches that are assigned to no more than three schools each and will establish Communities of Practice to support schoolwide changes;
  - All district content coordinators (District Academic Facilitators, District and Municipal Special Education Academic Facilitators, Academic Auxiliary Superintendents) will be trained to provide supports at the school- and teacher-level in support of the coaches and to schools other than the SIG, priority, and focus schools;
  - All educators will have on-demand access to a series of on-line professional development modules that target key instructional aspects of the curricula.

For the SIG, priority, and focus schools, professional development will be tailored to meet the specific needs of the school and the individual teachers within the school. Some professional development will include school-level workshops, but the coaches will work on an on-going basis to support continuous implementation. PRDE is not relying on a workshop model as we have found this to be ineffective in changing classroom practices.

#### *Future Efforts*

During the 2013-2014 school year, each school district will focus its efforts in providing technical assistance to support teachers in their professional development, keeping the rigor of the standards and expectations-based education. Each school district will prepare technical assistance calendars to

assist teachers and directors in their efforts to attain growth in the academic achievement of our students. PRDE expects to evidence a significant growth in academic achievements and identify validated strategies to sustain academic progress by the 2015-2016 school year.

Among the training strategies that will be promoted is the development of effective learning communities. This is similar to the approach used in Phase I of the curricular maps pilot program which allowed teachers to share their experiences, lesson learned and successful practices with other schools within their districts. Other strategies that will be implemented are demo classes and the use of educational videos to support the training of the curricular materials. PRDE will integrate web technology as a collaboration tool to answer frequently asked questions from all members of the educational community. Additionally, during the annual Comprehensive School Plan orientation, school directors will receive information on how to integrate Understanding by Design strategies in their teacher professional development efforts. Understanding by Design, a scientifically based educational strategy, will be a required element for each school's Improvement Action Plans.

Starting in the 2013-2014 school year, each school district will focus its efforts in providing technical assistance to support teachers in their professional development, keeping the rigor of the standards and expectations-based education. Each school district will prepare technical assistance calendars to assist teachers and directors in their efforts to attain growth in the academic achievement of our students.

<b>Key Milestones/ Activities</b>	<b>Detailed Timeline</b>	<b>Party/Parties Responsible</b>	<b>Evidence</b>	<b>Resources</b>
<i>Carta Circular de Planificación de la Enseñanza</i> will establish as mandatory the implementation of PRDE's curriculum, use of curricular materials, participation in PD activities, and evaluation.	September 2013	Office of the Undersecretary of Academic Affairs	Copy of the letter	Staff time
Island-wide implementation of professional supports (on-site coaches for Priority and Focus Schools, establishment of Communities of Practice; ongoing district level support for other schools)	2013-2014	Office of the Undersecretary of Academic Affairs/OFA /external providers/ district level staff	Coaches school-contact sheets, workshops and meetings agendas, materials shared	PRDE staff and external providers
Meetings with teacher and director associations to raise awareness about the need to use curricular materials, gather feedback about new/emerging barriers teachers face, discuss new policy requirements and highlight and gather feedback on professional development offerings and needs	2013-2014	Office of the Secretary/ Office of the Undersecretary of Academic Affairs	Copy of meeting agenda and signing sheets, summary of meetings notes and feedback	Staff time
Meetings with IHE and other stakeholders to share information	2013-2014	Office of the Undersecretary	Copy of meetings	Staff time

gathered from teacher meetings, gain expert advice and guidance to inform future efforts, and ensure a feedback loop to conversations regarding any changes to the teacher preparation programs and the alignment of the PRDE curriculum with IHE's performance expectations		of Academic Affairs	agenda and signing sheets, summary of meetings notes and feedback	
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***Additional Curriculum and Professional Development Supports for Teachers of Students with Disabilities***

One fifth of the student population in Puerto Rico has been identified as students with disabilities. PRDE is committed to promoting the academic achievement of all students including students with disabilities. PRDE's goal is that all students achieve mastery of the curriculum so that each graduates from high school with the skills necessary to pursue a college education, occupational training or enter the world of work.

The curricula that we have developed already include means for differentiating instruction for students with disabilities. PRDE's curricular maps establish performance tasks with alternative strategies for teachers to be used with students with disabilities. PRDE has only one curriculum for each content area and that curriculum applies to all students. Professional development activities highlight aspects of the curricula so that every classroom teacher has a repertoire of tools for adjusting standards-based instruction to address every student's needs.

**Alternative Assessments**

Furthermore, PRDE is considering adopting the National Center and State Collaborative (NCSC) alternate assessment system that is currently being developed by the University of Minnesota under a grant from the Office of Special Education Programs at the Department. This would further enrich our approach to ensuring that all students are held to a common set of high academic expectations. The system includes curriculum resources aligned with the Common Core State Standards.

This system is not presently being developed in Spanish. PRDE recognizes that there is significant cost associated with the translation of the NCSC assessment into Spanish and does not have the fiscal resources to cover the full expense. However, PRDE's experience with the WIDA SALSA grant suggests to PRDE that other NCSC states will be interested in creating a Spanish-language version of this system and we could mutually-benefit from collaboration with other entities on Spanish versions of the assessment and the curriculum. Additionally, PRDE will consider the possibility of contributing some of its 1116 funds to this endeavor in the near future and look to States such as California and New Mexico to identify effective strategies for transitioning to this new assessment.

PRDE's adoption of the NCSC alternate assessment system will, thus, be contingent on 1) the degree to which the NCSC assessment is proven to be a valid assessment of PRDE's enacted curriculum [describe when PRDE would conduct such an analysis], 2) the availability of a validated Spanish version of the assessment, and 3) the availability of funds to support implementation. While Puerto Rico's Secretary of Education has the authority to execute the formal adoption of the NCSC alternate

assessments, this process involves various stakeholders for successful adoption and implementation (including the Governor, the Office of the Undersecretary of Academic Affairs, the Standards and Assessment Unit, the Associate Secretary for Special Education, teachers and their representatives, school directors, and families and advocates of students with special needs). Thus, stakeholder engagement will be central to the potential adoption of the NCSC alternate assessments. PRDE expects to make a final determination regarding the potential adoption of NCSC alternate assessment system by December 2013.

If PRDE decides not to adopt this assessment, it realizes that it will need to either develop its own alternate assessment or keep its current assessment. PRDE believes that the most realistic option will be to maintain its current process of using a portfolio. The portfolio will be based on the new college and career ready standards that will be adopted. The processes used to revise the PPEA would be modeled after the successful practices PRDE has used in the past (see pages 46, 58 and 60 for additional detail about the current PPEA).

PRDE's goal is to maximize these students access to the general curriculum by providing them with a high quality standard based instruction linked to the 2007 content standards and grade-level expectations and ensure that students will graduate from high school ready for college and careers. All students with disabilities must have access to the same curriculum as their peers, age appropriate materials, and an engaging academic experience.

#### Goal Setting

PRDE believes it must set high expectations for performance for our students with significant cognitive disabilities (approximately 1%) and they must have access to the curriculum based on the same content standards as their same grade peers. PRDE's alternate achievement standards reflect rigorous definitions of the knowledge and skills that students with significant cognitive disabilities must demonstrate to be considered proficient in academic domains for each grade level. PRDE's goal is to ensure that students develop depth and complexity in skills and knowledge as they move through successive grade levels. PRDE set the expectations that students with significant cognitive disabilities will become proficient with successively more challenging content over time.

PRDE is committed to developing special education teachers' skills to ensure that all students with disabilities, including those with significant cognitive disabilities, have access to and make progress in the general curriculum. In addition to the curriculum implementation and professional development supports described earlier in this section, every year PRDE provides in-depth training to districts and regional personnel to become thoroughly familiar with the procedures for developing the PPEA assessment portfolio, and providing students with sound instruction. PRDE also provide with professional development opportunities in areas such as content delivery and establishing academic goals in IEPs. In addition, teachers receive continuous support from their district's special education and academic facilitators. Special education facilitators conduct classroom visits and provide recommendations for teachers on strategies to improve their instruction and other areas of need. These classroom visits are a vehicle to provide one-on-one support and usually inform professional development for these teachers.

#### Professional Development

In PRDE's continuing efforts to provide teachers with resources and supports necessary to deliver high

quality standard-based instruction to students with significant cognitive disabilities, during spring 2011 we developed a series of modules to support the PPEA assessment training process and provide teachers with a tool to further incorporate best practices on the alignment of standards, instruction, and assessment. PPEA assessment training is provided annually. PRDE's main goal with these modules is to increase understanding of effective ways to provide instruction to students with significant cognitive disabilities to promote progress in all academic areas.

Teachers of students with disabilities receive direct support on academic content and instructional strategies from the Special Education Academic Facilitators. Regional and School District Units and the Associate Secretary for Special Education monitor all schools to ensure compliance with students with disabilities including attending to their educational, social and emotional needs.

#### Transition Planning

PRDE is working with district academic facilitators and teachers to set high expectation for students with disabilities in order to prepare them for college or work. PRDE's transition program at the school level provides orientation to teachers and students about services available in the community to help students with disabilities for the transition to postsecondary studies or work (for example, partners who work with students to help them transition via apprenticeships). Teachers impacting students with disabilities who are 16 and older are also annually trained in the transition process to adult living. Training includes: Academic Skills, Independent Living, Employment and Training Experiences. Teachers meet with each student's Programming and Placement Committee (COMPU in Spanish) - composed of the student, his/her parents/guardian, regular and special education teachers, school director, the social worker and a representative of the Vocational Rehabilitation Program- to develop an individualized educational plan. Each individualized plan takes into account the student's Psychological and Impairment Evaluations together with the results of their Vocational Interest Inventory administered by the school counselors. Those students deemed eligible are then referred to the Vocational Rehabilitation Program for additional college- or career-related support. Additionally, the Associate Secretary for Special Education is revising the guidelines for Independent Living and Occupational Skill Development programs to adjust them to contemporary challenges facing today's students.

#### ***Additional Curriculum and Professional Development Supports for Teachers of Limited Spanish Proficiency Students***

In Puerto Rico, Spanish is the language of instruction, as well as the predominant language used in commerce and social interaction. Limited Spanish proficiency (LSP) is the student group in Puerto Rico that parallels the English learner or LEP student group in mainland states. It is PRDE's expectation that the LSP population achieves the same academic goals as regular students while becoming proficient in the Spanish language.

The curricula that we have developed already include means for differentiating instruction for LSP students. PRDE's curricular maps establish performance tasks with alternative strategies for teachers to be used with LSP students. Professional development activities highlight aspects of the curricula so that every classroom teachers has a repertoire of tools for adjusting standards-based instruction to address every student's needs.

#### Professional Development

Professional development is a key element in creating a strong system of support for teachers of LSP students. On a yearly basis, LSP teachers complete a self-evaluation that offers information to the Title III Program officials on topics for workshops and professional development academies. In addition to the curriculum implementation and professional development supports described earlier in this section, additional professional development opportunities specifically tailored to the needs of teachers of LSP students are scheduled throughout the school year (see table below). It is expected that through professional development activities and the use of curriculum materials aligned to the standards and grade level expectations teachers will improve classroom instruction and help LSP students achieve higher academic outcomes.

Additionally, academic and support schools staff will receive ongoing training to adequately address the needs and rights of LSP students. Although there are few schools participating in the Title III Program, all teachers, school directors and counselors must understand the Program and move swiftly, as soon as enrollment of a student that meets the criteria is established, to follow the appropriate procedure outlined in the official memorandum of May 7<sup>th</sup> 2013.

School District and Regional Units, and the Immigrants and LSP Program monitor all schools to ensure compliance with LSP students including attending to their educational, social and emotional needs. Teachers with LSP students are supported by Spanish District Academic Facilitators. LSP teachers will soon receive additional support as PRDE is in the process of hiring LSP Academic Facilitators proficient in at least one of the languages of the LSP population to provide support to schools and in the classroom (a call for applications is scheduled to be posted in July 2013).

In addition to the system-wide professional development and the customized professional development that schools outline in their CSP, the Title III Program has scheduled the following professional development activities for all schools. Teachers, school directors and counselors will be required to attend. Among the topics that will be covered are: Legal and Constitutional Aspects of the Title III Program, Findings in Recent Monitoring Evaluations that Require Immediate Corrective Action, and School and Individual Work Plans for Participating Students. PRDE recognized the time commitment required by this professional development and will make a concerted effort to incorporate these training topics into existing workshop so as to not overly burden teachers with separate professional development activities.

#### Instructional Practices

In addition to PRDE's singular curriculum, research-based strategies are being used to improve the quality of instruction in the development of the socio-linguistic skills of the Spanish language addressing the particular needs of the LSP and immigrant student population. These strategies include:

- Differentiated curriculum – PRDE has implemented the use of complementary instructional materials that meet the standards for teaching Spanish as a Second Language (i.e., “Viva el Español”, “El Planeta de los Verbos”) and provide additional support for LSP students (i.e., Rosetta Stone language software)
- Reciprocal instruction (cooperative and peer-learning strategies)
- The classroom as a learning lab – Schools with LSP students provide additional individualized and/or group learning time with a qualified Title I teacher to support regular classroom learning

- The school library as a reading and investigation center – Schools with LSP students provide additional individualized and/or group learning time with the differentiated curriculum and the support of the school library resources and staff

During the 2012-2013 academic year, the Limited Spanish Proficiency and Immigrants Program developed the project *Andamiaje Conceptual Tecnológico para Adquirir el Español como Segundo Idioma* (PACTA-L2). The goal of the project is to assist LSP students in reaching proficiency in speaking, writing, reading and comprehending Spanish fostering academic achievement in all subject matters. To achieve this goal, LSP Support Centers have been established in 87 schools where LSP enrollment is highest. The Centers provide after-school academic support integrating technology to the Spanish acquisition process and providing high-quality, systematic and continuous professional development to LSP teachers. For the 2013-2014, additional second-language learning strategies will be included integrating fine arts, sports and technology.

Title III LSP Program / Staff and Community Training		
Key milestones or activities	Detailed timeline	Party or parties responsible
Orientations for School Directors	February-March 2013	Title III Program Staff
Workshops for teachers and parents	April-September 2013	Title III Program Staff
Academies and multi-day seminars for teachers, directors and guidance counselors	March-September 2013	Title III Program Staff

Current academic assessments procedures integrate appropriate accommodations as established in PRDE's Accommodations Manual (2004). Additionally, the Title III Program has developed a Procedures Manual which includes: a revised Circular Letter, K-12 Standards for Spanish as a Second Language, Recommendations for the instruction of Spanish as a Second Language, Model of Rigor Document, ACE LERA and the series "Viva el Español". PRDE provides appropriate technical assistance to ensure that all LSP teachers have a complete understanding of these accommodations.

#### Future Efforts

To increase PRDE's efforts in improving the quality of instruction for Spanish language learners under Title III of the NCLB, in 2010 we submitted a letter of intent to participate in the development of Spanish Language Proficiency (SLP) standards and the accompanying assessment through a U.S. Department of Education Enhanced Assessment Grant (EAG). The World-Class Instructional Design and Assessment (WIDA) consortium was awarded the funding through the EAG program to develop the SLP standards and aligned assessments. The PRDE joined WIDA with three other states/entities to develop Spanish Language Proficiency Standards and the accompanying assessment under the Spanish Academic Language Standards and Assessment (SALSA) project. To ensure that the needs of our LSP students are met, we identified three LSP teachers to serve as representatives during this process and to participate in important meetings. In summer 2012, we signed a new memorandum of understanding (MOU) with WIDA to continue as a collaborative partner on the EAG grant.

The new standards are scheduled to be released in 2013 and the operational form of the PODER (*Prueba Óptima del Desarrollo del Español Realizado*) test for kindergarten will be released in August 2013. Operational test forms for grades 1-2 will be available in August 2014 and for grades 3-5 in August 2015. Puerto Rico participated during the validation process as well as the bias and sensitivity reviews for Kindergarten items in September 2012. PRDE has actively participated in several activities towards the development of LSP standards spearheaded by WIDA. PRDE's Standards and Assessment Unit director was part of the team who drafted the "Definiciones de Desempeño de los Estándares" document at the Santa Fe, NM, meeting. PRDE teachers and academic program directors have also been involved in several efforts relating to the PODER and PUEDE assessments, for example, the Bias and Sensitivity and Content Review and item writing process. Most recently, the Standards and Assessment Unit director, the K-3 program director and two teachers participated in the Standards Setting meeting where they shared with WIDA PRDE's plans for the implementation of the new standards. At that meeting WIDA informed that the new standards will be published by September 2013. PRDE is in ongoing communication with its USDE Title III coordinator about the administration of an aligned assessment. Since there is no assessment aligned with WIDA standards at this time, PRDE evaluated LAS Link (version C) – which is aligned to the CCSS – and will be administering LAS Link (version C) during the current school year, as approved by USDE.

[Implementation of new SLP standards]

To support the college- and career-transition of this population and support teachers in their efforts, PRDE is hiring part-time school counselors for each Title III participating school. The process to hire part-time counselors began in June 2013. PRDE expects that the hiring process will be finalized and the new counselors will be offering services before the end of the current semester. PRDE is inaugurating four Immigrant Support Services Centers in elementary and middle schools during the summer of 2013. Four additional centers will be opened in August 2013. The centers will offer after-school services to the immigrant and LSP students and parents including college and career counseling. These services are offered to supplement what is already offered at schools during the school day. School counselors will be in charge of evaluating the occupational interests of each immigrant student, among other areas, as well as providing individualized and continuous follow up of academic and administrative processes necessary for their transition.

Once PRDE's Flexibility Waiver is approved, PRDE will work with US Department of Education staff to modify timelines as needed to ensure compliance with ESEA Flexibility requirements. Specific dates cannot be provided because the timeline for approval of the WIDA Standards have not been published. WIDA has announced that the LSP standards will be in September 2013.

In addition to the separate activities listed below, LSP teachers will be invited to all PRDE-wide events where standards, professional development, CSP, school improvement and accountability are discussed. Thus, communication and the timeline for coordinating these meetings is included under the larger timeline/plan for the rollout of standards and related professional development. Leadership at the Central level of PRDE's LSP program will be responsible for preparing the relevant information and materials for LSP teachers. This content will be planned at the Central level in coordination with all relevant academic staff. Oversight, technical assistance and monitoring of the implementation of these efforts will be subsumed within existing management practices executed by staff in the Office of Academic Affairs

- Month 1: onboarding of new LSP hires, communication about roles and responsibilities
- Month 3: focus group meeting with LSP hires to address questions and concerns about standards, school improvement efforts, coordination of resources to schools within each district
- Month 5: second focus group with similar content, agenda and purpose
- Month 7: third focus group with similar content, agenda and purpose
- Month 8: PRDE central level meeting to discuss benefits and challenges with new LSP program components

The LSP program directors are working to ensure parents of LSP students are involved in learning process. These efforts include holding workshops and orientations that address 1) assessment results that determine student needs and services, 2) how parents can support learning in the home, 3) results of student outcomes and other topics related to student progress. Direct outreach to LSP parents is coordinated by the Title III Part A Program Coordinators and School Districts Academic Facilitators. Title III Part A Program Coordinators are organizing a series of regional LSP parents' workshops on educational and students support strategies to be held from June to August 2013.

#### ***Advanced Placement Courses***

It is PRDE's goal to provide high performing students who wish to pursue a college career with a variety of academic experiences. As such, we offer these high school students advanced placement (AP) courses in the subject areas of Spanish, English and pre-calculus in grade 12. During the 2011-2012 school year, 16% of students enrolled in grade 12 took at least one of these AP courses. In order for students to participate in these AP courses, they must score proficient or advanced on the annual state assessment (the PPAA) and have a minimum performance score of 85% in the subject of the AP course they wish to take. These courses help students to more easily transition to the world of postsecondary education and provide students with opportunities to obtain college credit by passing a standardized test developed by the College Board in each one of the AP subjects they are enrolled.

#### ***Indicators of College and Career Readiness***

As part of PRDE's commitment to promote college participation for all students, including SWDs and LSP students, PRDE is working towards annually publishing both the college going and college credit accumulation rates for each identified subgroup that has at least 30 students in each high school in Puerto Rico. The development of the State Longitudinal Data System represents a step forward towards achieving this goal. The contract initiation date will be September 13, 2013. The contract completion date will be June 30, 2015.

#### ***Relationships between the PRDE and Institutions of Higher Education in Puerto Rico***

PRDE strongly believes that having certified, highly effective teachers and school directors in every school is crucial to improving student outcomes. Moreover, it is critical that teacher preparation programs fully prepare new teachers and school directors with a deep understanding of the college and career ready standards and the grade level expectations.

PRDE recognizes the needs to establish a long-term plan to continuously review and revise our curriculum, standards and assessments in order to maintain close alignment with college- and career level expectations. Thus, PRDE will work closely with all IHE's in the development of separate but interrelated initiatives to promote the graduation of high quality teachers and directors, and make

sure PRDE's students succeed in college and their career paths. More specifically, PRDE will work with IHE towards the following goals: 1) a revision of IHE's admission requirements for teacher preparation programs to attract stronger candidates; 2) a revision of the skills and content knowledge candidates must master before they graduate to better integrate PRDE's standards; and 3) a revision of the related assessment of student performance towards achieving the standards. PRDE will also look into working with IHE and an independent vendor to develop a statewide curriculum for integrating the PR standards into pre-service teacher preparation.

#### Teacher and Director Preparation Programs

Consistent with U.S. Department of Education, *Our Future, Our Teachers: The Obama Administration's Plan for Teacher Education Reform and Improvement*, PRDE will begin to address teacher preparation programs' accountability for teacher preparedness by taking the following steps:

1. During the 2013-2014 school year, PRDE will initiate procedures to provide IHEs with data linking teacher program graduates to PRDE's students outcomes.
2. PRDE will revise its "Guidelines for the Classification of Teacher Preparation Programs in Puerto Rico" to integrate more rigorous standards for the classification of programs. PRDE will work with the 33 teacher preparation programs (public and private) in developing regulations and guidelines that include the best measures of program effectiveness beyond the pass rates on teacher certification tests. The revision will ensure alignment with state standards and professional teaching standards before the next classification in 2014.
3. PRDE will study the possibility of working with a vendor to develop a statewide curriculum that integrates PRDE standards into pre-service teacher preparation.
4. PRDE will advocate for a revision of IHE's admissions and graduation requirements for teacher preparation programs to ensure that candidates master PRDE content and standards before they graduate.
5. PRDE's Teacher's Professional Development Institute (*Instituto para el Desarrollo Profesional del Maestro InDePM*) and the Administrative Capacity and School Advisory Institute (*Instituto de Capacitación Administrativa y Asesoramiento a Escuelas ICAAE*) will development guidelines for new teacher and school director induction programs at the district level.

The Teacher Certification Test in Puerto Rico, PCMAS (*Pruebas para la Certificación de Maestros en Puerto Rico*), is revised every five years and is up for revision next year. PRDE will work with IHEs and the College Board to set a timeline for a revision of the test aiming for a more rigorous alignment with college and career ready state standards. PRDE will require that teacher certification be granted on the basis of teachers' understanding of college- and career-ready standards, performance, and evidence of effectiveness in addition to the scores on the written tests.

A detailed timeline for all the described activities is presented below. Once PRDE's Flexibility Waiver is approved, PRDE will work with US Department of Education staff to modify timelines as needed to ensure compliance with ESEA Flexibility requirements.

Key Milestones/ Activities	Detailed Timeline	Party/Parties Responsible	Evidence	Resources	Significant Obstacles
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Meet with Deans of Education and/or presidents of the 33 teacher preparation programs to create a Teacher Preparation Steering Committee and subcommittees	Aug. – Oct. 2013	Office of the Secretary  Office of the Undersecretary of Academic Affairs	Agenda, assistance sheets, minutes, collaboration agreements	Staff time	None
Steering committee's ongoing work sessions to discuss, analyze and develop appropriate benchmarks	Work sessions (Fall 2013)  Results of discussions and analysis and benchmark development (Fall 2013-Spring 2014)	Office of the Secretary  Office of the Undersecretary of Academic Affairs	Agenda, assistance sheets, minutes of meetings, benchmarks,	Staff time	None
Revision of entrance requirements for teacher preparation programs	Revisions (Fall 2014)  Recommendations and final agreements (Spring 2015)  Official policies and documents (Spring 2015)  Implementation (Spring 2015)	Office of the Secretary  Office of the Undersecretary of Academic Affairs	Agenda, assistance sheets, minutes, collaboration agreements  Results of revisions and analysis, official documents and communications,	Staff time; Funding for technical assistance to IHE's for revision of entrance requirements	None
Revision of PRDE's teacher certification tests (PCMAS) (including collaboration with College Board)	Revisions (Fall 2014)  Recommendations and final agreements (Spring 2015)  Official policies and documents (Spring 2015)  Implementation (Spring 2015)	Office of the Secretary  Office of the Undersecretary of Academic Affairs	Agenda, assistance sheets, minutes, collaboration agreements  Results of revisions and analysis, official documents and communications,	Staff time  Funding for the revision of PCMAS	None

			RFP for teacher certification tests,		
Revision of the guidelines for the classification of teacher preparation programs in PR	Revisions (Fall 2014) Recommendations and final agreements (Spring 2015) Official policies and documents (Spring 2015) Implementation (Spring 2015)	Office of the Secretary Office of the Undersecretary of Academic Affairs Office of Federal Affairs (Title II Coordinator)	Agenda, assistance sheets, minutes, collaboration agreements Results of revisions and analysis, official documents and communications,	Staff time Funding for Guidelines for the Classification of Teacher Preparation Programs	Resistance of IHE's to new policies
Development of toolkit to aid IHE's alignment with PRDE standards	Fall 2013	Office of the Secretary Undersecretary of Academic Affairs Office of Federal Affairs	toolkits	Staff Time Funding for technical assistance and development of the toolkits.	None
Meet with appropriate PRDE personnel to initiate procedures that will enable the data linkage between teacher program graduates with student outcomes	Meeting(s) (Summer 2013) Final agreements (Summer 2013) Implementation of procedure (Spring 2014)	Office of the Undersecretary of Academic Affairs Auxiliary Secretary of Planning and Education Development Office of Federal Affairs	Agenda, assistance sheets, minutes, produced documents, policies and procedures in place	Staff time Funding for implementation of new or updated data systems	Technical issues with current systems being used

Alignment with College and Career Level Expectations

The Office of the Undersecretary of Academic Affairs oversees collaboration efforts with IHE, and will continue communicating with all 33 teacher preparation programs island wide (public and private) to ensure the PRDE's college and career ready standards are in line with first year university coursework. The University of Puerto Rico, the only four-year public university in Puerto Rico, has already determined that high school students who master content standards and grade level expectations will not need remedial courses during the first year of college (see attachment 5). PRDE will also ensure that all other IHEs assess the alignment between our curriculum and standards and the knowledge and skills our high school graduates need to succeed during their first year of college.

An advisory committee of university professors from public and private universities will be formed to work closely with PRDE in the development of a long-term plan for continuous review of PRDE's curriculum, standards and assessments. Additionally, PRDE will begin conversations with industry and professional organizations representatives to review PRDE's vocational programs in light of the highest career-level expectations.

A detailed timeline of activities to ensure alignment are described below

<b>Key Milestones/ Activities</b>	<b>Detailed Timeline</b>	<b>Party/Partie s Responsible</b>	<b>Evidence</b>	<b>Resources</b>	<b>Significant Obstacles</b>
Meet with IHE representatives to create a College- and Career-ready Standards Committee	August 2013	Office of the Undersecretary of Academic Affairs	Agenda, assistance sheets, minutes, collaboration agreements	Staff time	
work sessions to assess the alignment between PRDE's college and career-ready standards with IHEs' first year college expectations	Work sessions (Fall 2013)  Results of discussions and analysis (Spring 2014)  Recommendations and final agreements (Spring 2014)	Office of the Undersecretary of Academic Affairs; Standards & Assessments Unit	Agenda, assistance sheets, minutes of meetings, results of revisions and analysis, official documents and communications	Staff time	
Meet with IHE representatives to revise first-year teacher prep program curriculum to align with PRDE's college- and career-ready standards	Revisions (Fall 2014)  Recommendations and final agreements (Spring 2015)  Official policies and documents	Office of the Secretary  Office of the Undersecretary of Academic Affairs	Results of revisions and analysis, official documents and communications,  RFP if vendor for the	Staff Time	Legislation may be needed to compel IHE's to comply with PRDE's new requirements

	(Spring 2015) Implementation (Spring 2015)		development of a statewide curriculum for integrating the standards into pre-service teacher preparation is needed		
Develop tools to aid alignment between IHEs and PRDE standards	Spring 2014	Office of the Undersecretary of Academic Affairs; Standards & Assessment Unit	Copy of materials	Funding for technical assistance and development of the toolkits if necessary	Technical issues with current systems being used

**Initiatives to Increase College Preparedness**

***College Access Challenge Grant Program***

The main goal of PRDE’s fourth year proposal for the College Access Challenge Grant was to strengthen and build alliances so as to sustain programs and expand emphasize the outreach activities for students who may be at risk of not enrolling in or completing college. The following descriptions reflect a sample of the activities we have been engaging in under this grant:

- **Post-Secondary Orientation:** In 2012, for the first time, UPR dedicated a week to motivating, informing, and helping prepare students for post-secondary education. To support this work, they provided school counselors with additional electronic tools so they can improve their guidance.
- **Personal Roadmap to College:** PRDE have developed and distributed more than 23,000 roadmaps to students, parents, counselors, teachers, and school directors to help prepare students and their families for the transition to college.
- **Collaboration with ASPIRA and TRIO Programs:** PRDE and UPR have been collaborating with the ASPIRA and TRIO programs to assist in their efforts to increase the participation of traditionally underserved students in post-secondary education.
- **Summer Camps and Online Courses:** A summer camp for post-secondary readiness was held in June of 2012 to assist students in gaining experience with university courses and prepare them for success on the AP tests they will take in the 2012-2013 school year. This initiative is another method for ensuring both a smooth transition from secondary to post-secondary education and helping students to recognize their post-secondary opportunities. These summer camps also utilized PRDE’s online courses that are geared toward assisting students in passing the AP exams.

**1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH**

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p><b>Option A</b></p> <p><input type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p><b>Option B</b></p> <p><input checked="" type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014-2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p><b>Option C</b></p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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**Statewide Assessment System**

The PRDE has developed a comprehensive statewide assessment system to meet NCLB requirements as well as to inform other local decisions. As other states have done, we have submitted evidence to the U.S. Department of Education (USDE) demonstrating PRDE’s compliance with the law’s mandates and the validity of our implemented standards and assessment systems for their intended purposes. In November 2011, we submitted the remaining evidence for the peer review process to the USDE,

demonstrating that the assessment system meets the rigorous USDE requirements. On October 2012, the PRDE received the USDE letter of approval certifying that we have substantially met the requirements and the compliance of our standards and assessment systems (see letter attached).

All students who attend public schools in grades 3-8 and grade 11 in Puerto Rico are assessed annually in Spanish language arts, English as a second language, and mathematics, through the *Pruebas Puertorriqueñas de Aprovechamiento Académico* (PPAA) or the *Pruebas Puertorriqueñas de Evaluación Alternativa* (PPEA), which were developed to align with PRDE's academic content standards and grade level expectations. In addition, all students who attend public schools in grades 4, 8, and 11 are assessed annually in science through either the PPAA or PPEA. The PPEA is PRDE's alternate assessment designed for students with significant cognitive disabilities who are unable to participate in the general assessment (PPAA), even with accommodations.

The new academic content standards took effect in school year 2008-2009. As a result, we set new academic achievement standards for the new PPAA tests. In August 2009, educators including experienced general education teachers representing mathematics, language arts, science and ESL content areas, and special education teachers from across Puerto Rico convened to set standards on all grades and subjects of the PPAA. The goal of this meeting was to set three cut scores for reporting performance in four levels: Below Basic, Basic, Proficient, and Advanced in testing grades for all tested content areas.

PRDE also developed performance level descriptors (PLDs) designed to describe the skills and abilities that students possess within each of the four performance levels for each tested subject and grade level. In addition to aligning with the PRDE academic content standards, the PLDs were crafted to capture measureable outcomes as reflected in the PPAA assessments. PRDE also commissioned an independent study to examine several questions related to the PLDs and current PPAA cut scores. In this study, panels of Puerto Rico teachers reviewed the PLDs for each grade and subject area and provided feedback about the extent to which each PLD:

1. conforms with the teachers' perceptions of the knowledge and skills of their actual students whose test scores fall into each performance level;
2. represents the knowledge and skills manifest in the items associated with each performance level;
3. compares with Puerto Rico's Content Standards and Expectations;
4. compares vertically across performance levels within each content area; and
5. compares across grade levels within each grade span.

The findings of this study suggest that the PLDs conform to the teachers' perceptions of the knowledge and skills of their actual students whose test scores fall into each performance level and represent the knowledge and skills in the items associated with each performance level. This evidence suggests that the cut scores do appropriately distinguish between the performance levels. Overall, the PLDs also compared well with Puerto Rico's Content Standards and Expectations, as well as across performance levels within each content area and grade span.

#### ***PPAA Alignment with PRDE's Content Standards and Grade-Level Expectations***

PRDE's assessment system ensures coverage of the depth and breadth of PRDE's academic content standards and employs multiple approaches within specific grade and content combinations to meet

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this goal. First, we developed test blueprints that ensure the selection of an aligned set of items for each test form. Second, we commissioned a study in 2010 to evaluate the extent to which the PPAA and its operational system have been designed to yield scores that reflect students' knowledge and skills in relation to academic expectations. This study evaluated alignment in terms of depth of knowledge (extent to which the complexity of knowledge required to correctly answer assessment items corresponds to the level of cognitive demand defined in the academic content standards), categorical concurrence (correspondence of items to standards), and domain concurrence (proportion of items that match content defined in the grade level standards as opposed to items that do not clearly match content defined in the grade-level standards).

Overall, the findings support a strong degree of alignment. At the test level, the alignment results were moderate to strong in 93% of the analyses. The most critical aspects of alignment, represented as categorical concurrence, DOK, and domain concurrence were moderate to strong for all grades. For example, results from the study indicated that the test blueprints reflect most of the content and DOK aspects of the content standards. For Spanish language arts, DOK results are moderate in grade 3 with a general increasing trend across subsequent grades, and for mathematics, DOK results are moderate at all grades. Findings for categorical concurrence indicated that for Spanish language arts, categorical concurrence is moderate across all grades. The moderate ratings are due in part to the absence of one standard (Oral Comprehension, present in all standards documents) from the test blueprints and the item ratings; for mathematics, categorical concurrence is moderate in grade 7 and strong across the remaining grades.

This study also addressed areas of balance of representation (BOR) and range of knowledge (ROK). BOR refers to the degree to which the score points on the assessment follow the patterns of emphasis intended in the blueprint, and ROK examines the extent to which the breadth of knowledge required to correctly answer assessment items corresponds to the breadth of knowledge defined in the academic content standards. Results for BOR were strong for all except two grades; in Spanish language arts, BOR is strong in grades 3, 4, 5, 7 and 11 but weak for grades 6 and 7. Findings from mathematics indicate that BOR is strong across all grades. However, there are signs of weaknesses in ROK which are most likely due to the use of expectation-level ratings for the ROK analyses given the relatively large number of expectations for some standards. For example, for Spanish language arts and mathematics, ROK outcomes are weak to moderate across grade levels, meaning that at least 50% of the expectations within each standard were not addressed or the items did not represent the entire range or number of expectations included in the broad concepts listed.

### ***Accommodations for Students with Disabilities and Limited Spanish Proficiency Students***

Puerto Rico has a set policy on accommodations to support the annual state assessment for students with disabilities (SWDs) and LSP students which are described in PRDE's Accommodations Manual (2004). PRDE have enhanced PRDE's efforts to review and monitor the implementation of our accommodations policy to ensure that all students who take the PPAA have the best opportunity to demonstrate what they know and can do. Accommodations for the PPAA are selected based on accommodations that the student regularly uses during instruction and that are written in the student's IEP by the *Comité de Programación y Ubicación* (COMPU) team responsible for making the accommodation decisions. Accommodations for LSP students are written into a student's Language Development Plan (LDP) by the *Comité de Revisión de Lenguaje* (CoREL), a team responsible for outlining the plan and monitoring its progress. Currently, about 80% of students with disabilities and 40% of LSP students receive accommodations during the PPAA. The most commonly used accommodations for SWDs are extended time, read aloud, change in setting, and frequent pauses. For LSP students, the

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most common accommodations are extended time, reader for test directions, and use of bilingual dictionary.

During the 2011-2012 school year we commissioned several studies including a study to evaluate the degree to which accommodations selected for individual students, as indicated in their IEPs, were implemented at the time of testing. PRDE also commissioned a comprehensive literature review to examine the degree to which the accommodations frequently used on the PPAA are effective at addressing obstacles that may interfere with a student's ability to demonstrate their knowledge and skills during the assessment. Findings from the studies suggest that there is a strong alignment between the standard accommodations (i.e., extended time, read aloud, Braille, frequent breaks) listed in students' IEPs and those being implemented during the PPAA administration. Also, accommodations usage in Puerto Rico is consistent with available research and is aligned to that of other SEAs. The most frequently used accommodations for both SWDs and LSP students in Puerto Rico are allowed and supported by the majority of policies and guidelines of other SEAs.

The PRDE will remain committed to ensuring the proper implementation of our accommodations policy. As such, PRDE's intention is to provide feedback to teachers and IEP teams so they can make immediate corrections, and inform any decisions about training and support for improving the selection and implementation of accommodations for SWDs and LSP students.

#### ***Alternate Assessment***

PRDE believe that all students deserve the opportunity to show what they know and can do regardless of the severity of their disabilities. With that in mind, the PRDE's assessment system includes an alternate assessment based on alternate achievement standards for students with significant disabilities who cannot participate in the general assessment: the *Prueba Puertorriqueña de Evaluación Alternativa* (PPEA). PRDE have developed specific guidelines for PRDE's IEP teams to review and apply when determining students' participation in the alternate assessment including students' needs for explicit instruction, extensive supports, and substantial modification of the curriculum. Participants in the PPEA comprise approximately 1% of the total tested student population.

The PPEA's purpose is to assess students in grades 3-8 and 11 on specific content standards. When developing the PPEA, we ensured a process to create entry targets that are academic and grade-referenced. The content standards and required grade-level expectations were selected by a committee of general and special educators in January 2008 through a content mapping session. PRDE's content specialist reviewed the selected grade-level expectations from content mapping and matched the strands to those strands instructed and assessed through the PPAA. This has resulted in a system that is organized by grade level and content strands that are consistent with those of the PPAA (general assessment).

The content of the PPEA is organized by entry targets with multiple subparts for data collection. This allows for breaking down larger grade-level expectations into smaller, measurable objectives which teachers "bundle" for meaningful instruction and in an attempt to avoid instruction that is disjointed or too limited in scope.

#### ***PPEA Alignment with PRDE's Content Standards and Grade-Level Expectations***

Puerto Rico was one of five entities that collaborated with the University of Kentucky in a four-year validity evaluation project funded by a 2007 General Supervision Enhancement Grant from the Office of Special Education Programs at the U.S. Department of Education. Each of the participating entities

conducted a series of studies to address key elements in the interpretive argument for its alternate assessment based on alternate academic achievement standards. One of the studies addressed the extent to which the PPEA is aligned to the Puerto Rico academic content standards and grade-level expectations.

Karin Hess of the National Center for the Improvement of Educational Assessment (NCIEA) used the Links to Academic Learning (LAL) alignment method for this study, which addresses alignment between academic content standards and assessments as well as alignment between academic achievement expectations and tests. Results from this alignment study provide extensive evidence that the PPEA is aligned to Puerto Rico's academic content standards and grade-level expectations. The overall results revealed a very high degree (75%-100%) of emphasis on assessing academic content with the PPEA entry targets in all content areas at all grade levels. Also, the PPEA entry targets were found to be primarily academic and grade-referenced consistent with general education PPAA content and content strands. Generally, the content centrality and performance centrality of PPEA entry targets is high for all content areas and strong at most grade levels.

### ***Alignment between Puerto Rico's Assessment System and Common Core State Standards***

In 2011, PRDE commissioned the development of a Spanish-language version of the CCSS and an alignment study to compare those standards to PRDE's Spanish language arts and mathematics standards that were adopted in 2007. In October 2012, USDE officially certified PRDE standards and assessment system as being in compliance with ESEA standards and assessment requirements. Specifically, USDE certified that "Puerto Rico's system includes academic content and student academic achievement standards in reading/language arts, mathematics and science; alternate academic achievement standards for students with the most significant cognitive disabilities in those subjects; assessments in each grade level for grades 3 through 8 and grade 10 in reading/language arts and mathematics; assessments in science in each of the three required grade spans; and alternate assessments for each subject" (see letter attached). Thus, currently Puerto Rico complies with all statutory and regulatory requirements.

PRDE is now preparing to increase the rigor of its current standards and assessments to prepare students and teachers for a new generation of assessments. In addition, PRDE's Standards and Assessment Unit is developing a plan for attending the non-tested subjects and grades. Finally, in order to reach advanced proficiency levels, Puerto Rico has adopted a growth model that will provide data on students' longitudinal academic achievement. The model will be used to identify the academic priorities for each student and provide rigorous and effective academic interventions.

### **2013-14 School Year**

As PRDE's current assessments are aligned with our standards and with the curriculum associated with those standards, we intend to retain our current assessments in the 2013-14 school year while we move into an intense period of standards revision, curriculum implementation, and professional development.

In 2013, we will begin a process of revising PRDE's standards and assessments. In 2011, PRDE commissioned the development of a Spanish-language version of the CCSS and an alignment study to compare those standards to PRDE's Spanish language arts and mathematics standards that were adopted in 2007. Although that alignment study suggested that PRDE's standards were adequate, it is time, after six years, to revisit our standards. Therefore, in school year 2013-2014 we will engage in a

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process of standards review and revision for Spanish, mathematics, and science with the assistance of PRDE's technical assistance providers and PRDE's Technical Advisory Committee (TAC; Dr. Stephen Sireci – Chair; Dr. Rachel Quenemoen; Dr. Ric Luecht; and Dr. Jacqueline Leighton) (the release of the CCSS for science is anticipated for April 9, 2013; PRDE will commission the development of a Spanish language version of these standards to allow their consideration in our revision process).

Note: PRDE will be revising its standards and the new standards will replace the standards adopted in 2007. As has been detailed in other sections of this plan, PRDE will revise its academic standards during the 2013-2014 school year. The Mathematics and Spanish academic program directors have begun to constitute their respective working groups for the standards revision. The academic standards for all subject matters will undergo revision. Teacher training on the revised academic standards will take place before the end of the 2013-2014 school year. The revised standards will be implemented during the 2014-2015 school year. The 2015 PPAA assessment will include field test items aligned to the revised standards.

This review process will consider both PRDE's current standards and the Spanish version of the CCSS. With the input of PRDE's IHE, business community, and K-12 educator stakeholders, PRDE will develop a set of Spanish language arts and mathematics standards that best align to the concepts of college and career readiness for students in Puerto Rico. That may mean that we adopt the Spanish versions of the CCSS or some modification of those standards; in any case, we are committed to adopting new standards that address the CCSS principles of college and career readiness. PRDE will work with a company with deep expertise in standards development in the CCSS context to facilitate this process.

Knowing that PRDE's standards will be shifting toward a CCSS focus, we have determined that one change is necessary to the general assessments we administer operationally in the spring of 2015. This change addresses the primary gap between PRDE's current standards and the CCSS: the assessment of students' skills in reading texts and using information from those texts to respond in writing to a prompt. Our main challenge thus far has been having students answer extended response questions with the required level of depth. PRDE has been able to build students' capacities for this task with the collaboration of teachers and school district academic facilitators. PRDE understands that we are now ready to introduce assessment items similar to those for English CCSS. PRDE will prepare students for this new challenge (responding to Spanish items aligned with the CCSS) with the collaboration of teachers and school district academic facilitators. Therefore, we will add at each tested grade level one item to the Spanish language arts PPAA that requires students to read two short texts and respond in writing to a prompt related to those texts. This item will be included as a pilot test item in the spring of 2014 and will, therefore, not contribute to students' scores that year. PRDE will release school-level results on these items after the administration. Thus, this item will serve two other important purposes. First, it will allow PRDE to gather information on students' skills related to a key CCSS concept. Second, it will alert students and teachers to the transitions in expectations that will occur as PRDE revises its standards and, subsequently, our assessments. PRDE will continue efforts such as field testing items, which beings in 2013-2014, and teaching students how to respond to new types of prompts and assessment items in 2014-2015 and beyond. The finalized items will be included in the 2014-2015 operational test administration; PRDE recognizes that this may require stand-alone field testing in the fall of 2014 and perhaps also in subsequent years. PRDE will work with the vendor to safeguard against risks of poor assessment quality and ensure that new items are pilot tested and technical issues related to poor item performance are addressed. Please see previous section for details regarding how PRDE will ensure this. Additional and related information that indicates that PRDE will engage in a continuous improvement process which will involve ongoing field testing is also presented Page 37 of this request.

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## 2014-15 School Year and Beyond

PRDE's current assessment contract will be extended to allow for uninterrupted administration and scoring through the 2013-14 school year. As noted above, the one key change to the 2014 assessments will be the addition of a pilot item to the Spanish language arts assessment in every grade that reflects a key CCSS concept.

In June 2013, we meet with our TAC to begin outlining the key features of our next generation assessment. PRDE met with its TAC in June 2013. The meeting focused on receiving their input on PRDE's ESEA Flexibility application. Each TAC member received a copy of PRDE's ESEA Flexibility plan before the meeting. All the proposed academic standards revision processes were discussed including the high quality plans establishing the timeline for accomplishing each required task. Participants at the meeting included key Central PRDE staff: the Auxiliary Secretary of Academic Services, the academic program directors, the Associate Secretary of Special Education, Planning and Education Development staff, the Standards and Assessment Unit, and Office of Federal Affairs staff among others. The TAC approved and supported PRDE's work plan and expressed confidence, based on experience with other States, that PRDE could accomplish its goals successfully. The TAC also congratulated PRDE for the commitment shown towards improving academic achievement in the island. The next TAC meeting is scheduled for November 2013.

Unlike other States, PRDE's language of instruction is Spanish so we cannot simply join one of the major consortia; although they may be including some Spanish language versions of tests, these are (a) designed as accommodations rather than core tests and (b) unlikely to reflect the linguistic and cultural considerations that are key to valid assessment of content knowledge in Puerto Rico. Thus, we must continue to develop PRDE's own assessments that maintain a link with common notions of college and career readiness yet also allow PRDE's students to demonstrate what they know and can do. At the June TAC meeting we will discuss: PRDE's next generation of assessments, changes to current assessments to increase rigor and prepare students and teachers for the next generation of assessments, best assessment alternatives to measure learning gains for students with significant cognitive impairments, the evaluation of non-tested grades, and the development and implementation of formative evaluation for non-tested subjects among other issues. The expected outcome of the meeting is to establish a work agenda to develop the next generation of assessments and alternative assessments in line with ESEA Flexibility guidelines.

Through consultation with PRDE's TAC members, we will develop an RFP that defines our requirements for PRDE's next assessment system. PRDE will release this RFP in the fall of 2013 and require the successful vendor to engage with our current vendor over a three-month period (April through June, 2014) to allow for a smoother transfer of operational responsibilities and PRDE's item bank. During this period, we will require PRDE's new vendor to conduct an alignment study of all items in our bank to our new standards. All unaligned items will be discarded and we will create an item development plan to address the gaps in a manner that allows for the development of multiple assessment forms beginning in the 2014-15 school year. PRDE anticipate that this will require stand-alone pilot tests in the fall of 2014 and will incentivize schools to participate in this process by encouraging them to be among the first to see PRDE's new items.

With regard to the participation of all students, we have already established a firm track record of high

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participation level. In terms of establishing a body of evidence of assessment quality and rigor, we plan to engage the services of existing vendors to develop and carry out a plan for validity evaluation that matches the professional standards for assessment as well as the Department's stated criteria for high quality, rigorous assessments.

***Development of a Growth Model***

Puerto Rico has developed a Transition Matrix model to evaluate growth in Spanish language arts and mathematics in grades 4 through 8 using scores from the current PPAA and PPEA assessment systems. High schools students are tested in grade 11, for which the Transition Matrix model will not apply since these students do not have scores from the previous year. PRDE will develop a growth model that is consistent with specific content expectations for use at the high school level and in non-tested grades and content areas.

In selecting the Transition Matrix model, PRDE commissioned a nationally recognized vendor with significant experience and recognized expertise to gather and synthesize information about growth models used in other states. Options that might be appropriate for Puerto Rico were discussed with the Technical Advisory Committee during the September 2012 meeting. After considering the options and the nature of the Puerto Rico PPAA and PPEA assessments, the Technical Advisory Committee recommended a Transition Matrix model of growth. Data from the 2011-2012 and 2012-2013 administrations of the Puerto Rico assessments were then used to construct and analyze the characteristics of the Transition Matrix model. The Transition Matrix approach to calculating growth scores is based on student level scores from the PPAA and PPEA assessments. The proficiency levels for each assessment are divided into sub-proficiency levels. Individual student growth scores are calculated from the number of sub-proficiency levels a student moves from one year to the next. These student level growth scores can then be aggregated to the teacher or school level. A major advantage of the Transition Matrix approach is that it can be applied with the PPEA as well as the PPAA assessments. It is anticipated that student growth information for Spanish language arts and mathematics in grades 4 through 8 will be available for the 2013-2014 reporting period. A general timeline for the development and implementation of the growth model is shown below.

<b>Key milestones or Activities</b>	<b>Detailed Timeline</b>	<b>Party or Parties Responsible</b>
Information about growth models gathered	August 2012	Standards & Assessment Unit; external vendor
Growth model options discussed with the Technical Advisory Committee; selection of Transition Matrix	September 2012	Standards & Assessment Unit; external vendor
Data from the 2011-2012 and 2012-2013 school-years used to develop the Transition Matrix	October-June 2013	Standards & Assessment Unit; external vendor
Growth scores incorporated into the scoring and reporting systems	January-June 2013	Standards & Assessment Unit; Statistics Division
Growth results for Spanish and Mathematics reported	Beginning on 2013-2014	Statistics Division

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The alternative assessment, PPEA, does not use a total raw or scale score, but rather reports student results as a pattern of ratings across the dimensions of progress, performance, and complexity. The possible score patterns were classified into performance levels during the 2009 standards setting meeting. The Transition Matrix approach is applied to the PPEA by further assigning the score patterns to sub-proficiency levels.

The approval of PRDE's high quality assessment systems and the integration of a growth model attests to the fact that Puerto Rico is moving forward to annually administer a statewide aligned, high-quality assessment that measures student growth in reading/language arts and mathematics in grades 3-8 and in high school with academic achievement standards for those assessments.

In addition to developing and implementing a growth model that encompasses PRDE's state testing program, the PRDE also plans to develop assessments for the non-tested grades and subjects (with the assistance of a national recognized vendor where necessary). In all content areas where it is feasible, standardized assessments will be developed that can be used as a basis for student growth measures. When standardized assessments are not appropriate or feasible other options that will be implemented include formative assessments and student learning objectives (SLOs). PRDE will engage in a rigorous process like the one used to select the Transition Matrix model for selecting measures and models to evaluate growth at the high school level and in other non-tested grades and content areas.

PRDE's growth model will provide disaggregated student data to schools for instructional planning addressing the needs of all students. Once PRDE's assessment systems cover the non-tested areas and subjects, our growth model will also be used in the evaluation of teacher and school director effectiveness under a differentiated accountability system.

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## PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

### 2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

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#### Overview of Accountability System

Puerto Rico proposes a differentiated accountability model based on the tenets of ESEA that meets the U.S. Department of Education's guidelines for flexibility as addressed in the documents entitled *ESEA Flexibility* and *ESEA Flexibility Frequently Asked Questions*. This new accountability system, presented here in Principle 2, allows for increased transparency. By setting new ambitious AMOs, identifying priority, focus, and reward schools, and supporting and encouraging the remaining non-categorized Title I schools it is our hope that parents, teachers, school directors, and members of the community will become more engaged in the process of transforming low performing schools and make meaningful contributions that result in a public school system that meets to the needs of all students. PRDE recognizes that students that do not participate in the summative assessment will be counted as non-proficient students.

PRDE's proposed system of differentiated accountability will mark a significant departure from an accountability structure that has proven to be largely punitive and ineffective in allowing PRDE to meet the specific needs of our schools and the unique needs of our students. As with most States, the number of schools in Puerto Rico identified for improvement has grown each year. As a result, PRDE has spread its funds across a large number of schools to implement school improvement interventions as required by the Elementary and Secondary Education Act. Even though progress is being made in the schools, the current accountability structure and system of interventions does not improve schools fast enough to enable schools to exit improvement status.

The initiative to serve the lowest achieving 5% of all schools as priority schools, and schools with low graduation rates or large achievement gaps as focus schools, will enable PRDE to target schools' specific needs with comprehensive and research-based interventions. In addition, this approach will enable PRDE to spend the necessary level of funds to provide services in schools and to students and ensure these funds are directed toward efforts to meet the most pressing teaching and learning needs. This flexibility will enable PRDE to implement an accountability system that will be more effective in creating systemic change in our lowest performing schools. After 10 years of ineffective efforts under the existing NCLB accountability model, adopting a new accountability system will enhance the potential impact of PRDE's school improvement efforts and make it possible to truly transform our lowest performing schools.

In rewarding the highest performing and highest progress schools, PRDE will be providing support and encouragement so that these schools continue making progress in addressing the needs of all students.

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The approach of rewarding the highest performing and progressing schools will also strengthen PRDE's capacity to create and disseminate a model for cultural change across schools island-wide. All schools within the PRDE system will benefit from this new focus on practices that have resulted in improvements in teaching and learning in the highest performing schools. PRDE seeks to create an incentive system that will help schools focus on tangible goals that they can work to achieve. This incentive system will enable schools to devote valuable resources – personnel, supports, time, and money – to closing achievement gaps and improving student performance in ways that are consistent with the unique needs of their students. The incentive system will also make it easier for teachers and school directors to use available resources in ways that accommodate the unique learning needs of all students, especially Students with Disabilities (SWD) and Limited Spanish Proficient (LSP) students across grades and subjects areas.

PRDE has initiated the process of identifying schools in need of turnaround as part of our plan to use existing SIG funds to support implementation of SIG models in priority schools. Any newly identified priority schools will be awarded SIG funds to support implementation of SIG models in these schools. This means that PRDE will use SIG funds in currently identified SIG schools that are also identified as priority schools. In other words, the definition of Priority Schools include SIG Schools. By implementing a new accountability system, PRDE will be able to expand its turnaround efforts by identifying priority, focus, and reward schools. These efforts represent a significant change to the culture of education in Puerto Rico. These school categories will help PRDE cast a magnifying glass on the most problematic areas of Puerto Rico's educational system and shine a light on the most successful. Through this process of identifying weaknesses and successes, we can focus renewed energy and resources on the areas that need them the most.

As is discussed in greater detail in other sections of PRDE's Flexibility proposal, implementing a new differentiated accountability model will result in additional improvements to PRDE's existing USDE approved assessment system. These improvements will include developing additional assessments in the non-tested grades and subjects, implementing a growth model, providing student growth data to every teacher to inform instructional practices and teacher and school director evaluations, and continued improvement of our curriculum and standards (details regarding the determination that PRDE's standards have been accepted by the University of Puerto Rico system as being of high quality and rigorous to ensure that students who meet these standards are college and career ready when they graduate from high school are provided under PRDE's response to Principle 1). As evidenced in a letter from the president of the University of Puerto Rico (see attachment 5), high school students who master our rigorous standards will not require remedial coursework once in college.

PRDE's implementation of a differentiated accountability model will be consistent with federal guidelines and Puerto Rico will have rigorous AMOs based on 2011-2012 island-wide performance. PRDE expects that the use of these AMOs will lead to a 50% decrease in the percentage of non-proficient students in each subgroup within 6 years. PRDE believes the expected improvement will provide encouragement to all island schools to continue to progress and as PRDE's overall system demonstrates improvements in how it educates all children, including students with disabilities (SWDs) and limited Spanish proficient (LSP) students. PRDE believes this model will also encourage schools to close achievement gaps by focusing attention, providing relevant rewards and recognition, creating clearer expectations about the need for more improvement in the performance of the lowest-achieving groups of students and learning from those practices that prove to be effective with higher-achieving groups of students. PRDE believes these systematic improvements in how PRDE's accountability system defines and reports student performance will result in more students mastering the curriculum to become

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college and career ready.

### ***Differentiated School Supports***

PRDE will identify reward, priority, and focus schools using a combination of performance information including 1) achievement results from the annual Spanish language arts, mathematics, and ESL PPAA and PPEA assessments, 2) graduation rate information at the high school level, 3) a progress indicator based on two years of assessment and graduation rate data, and achievement gap information between the highest (greater 75%) and lowest (less than 25%) quartiles. PRDE will count all grades 3-8 and 11 students not participating in the assessment as “non-proficient”. School profiles will be created using this information and, as detailed throughout PRDE’s response to Principle 2 in this section, PRDE’s leadership at the Central and district will develop differentiated supports that align with the teaching and learning needs evidenced in each school.

PRDE’s proposed model for differentiated accountability will identify as priority schools at least 5.2% of the total number of schools within the PRDE system. Thus, the total number of schools in this category is 76 schools. This includes 50 Tier I and II SIG schools and 26 high schools with graduation rates less than 50%. Similarly, PRDE intends to identify as focus schools at least 10% of the total number of schools within the PRDE system, including all Title I schools on the island. The proposed identification of schools applies to all schools, regardless of Title I status. Given that only 18 schools within the PRDE system are non-Title I schools, this decision will have minimal impact on the number of schools identified. The inclusion of all schools in PRDE’s proposed differentiated accountability system means that several of our schools that serve students with particular disabilities will be included in the differentiated accountability system. Some examples of such schools are the school for the deaf and the pediatric center serving students whose disabilities are so profound they might otherwise not be able to attend school. PRDE’s decision to use this approach is based on its goal to provide a democratic system where all schools, regardless of population served, are expected to follow the same path.

#### **Priority Schools**

PRDE’s defines priority schools as a) Tier I or Tier II SIG schools or b) high schools with a three year adjusted cohort graduation rate of less than 50%.

Once identified, priority schools undergo a comprehensive needs assessment. As the needs assessment is realized, priority schools will have access to an external provider. The goal of providing each priority school with an external provider is to enhance the supports available through the existing PRDE infrastructure and ensure that the level of support available to these schools is sufficient to result in fundamental changes. Providers will be assigned to priority schools based on their areas of expertise. This method for assigning providers helps ensure that priority schools receive support that directly addresses the issues causing the low proficiency rates. After conducting their needs assessment, priority schools will work with their assigned provider and academic support from the Central and district levels to revise their Comprehensive School Plan (CSP, detailed in PRDE’s response to Principle 1) and develop a customized School Improvement Plan.

Schools will remain in priority status implementing the SIG transformation model for a minimum of three years. PRDE believes that this three year span is necessary to ensure that interventions take hold and become part of the school culture. At the end of those three years, a school may exit priority status if, in the current academic year, it has met the AMOs for all subgroups in the school and has achieved

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the higher of an absolute graduation rate above 60% or an improvement in the graduation that is one half of the difference between the baseline graduation rate and 100%. This approach ensures that there is improvement for a school anywhere in the distribution of graduation rates. For example, a school starting with a graduation rate of 40% would need to achieve a graduation rate of 70% or higher while a school starting with a 46% graduation rate would have to increase the graduation rate to 73%. This will enable PRDE to ensure that priority schools address achievement issues and promote graduation. This is a rigorous expectation that will demonstrate to PRDE, the school community, and the USDE that the schools exiting priority school status have made significant progress.

The Office of School Improvement provides oversight to priority schools through the monitoring of data in the SIG dashboard and by verifying that the external provider each school selects has the requisite expertise. The Office of School Improvement also provides oversight to ensure that the district level intervention plans that support priority schools are appropriately developed and aligned. The Office of Federal Affairs reviews the district level intervention plans to ensure compliance with federal requirements.

Priority schools will use the transformation model, Puerto Rico's preferred school turnaround model, as defined by USDE. PRDE currently has the necessary administrative infrastructures in place to initiate, support and monitor the implementation of the transformation model with priority schools. Further, PRDE is able implement the transformation model as part of its differentiated accountability system during the 2013-2014 school year. Evidence of the existing infrastructure includes PRDE's ongoing work with schools receiving support through PRDE's School Improvement Grant (SIG) program.

#### Focus Schools

Focus schools are those schools with graduation rates lower than 60% not already identified as Priority schools (schools with graduation rates between 50-59%) AND schools with the largest achievement gaps between the 25th and 75th student quartiles that are not making significant progress in closing these gaps, and not already identified as priority schools. A total of 146 schools have been identified as focus schools.

All focus schools will undergo a comprehensive needs assessment using a model that was developed by the Florida and Islands Comprehensive Center (FLICC). Focus schools will use historical information and outputs from the comprehensive needs assessment to modify their CSP. Per the discussion with USDE, the plans need to be adjusted based on the reason each school was identified as a focus school by December, 2013. As indicated above, the design and elements included within the CSP are detailed under PRDE's response to Principle 1. Revisions to focus schools' CSP include: 1) enhancing each school's action plan to reflect attention to the area for which the school was identified (graduation rate between 50-59% or within school achievement gap) for improvement, 2) the inclusion of significant interventions that modify past approaches to teaching and learning; and 3) detailing the support the school will need from PRDE's academic program directors in the Office of the Undersecretary of Academic Affairs. Taken together, these revisions provide a multi-pronged approach to addressing the factors that contributed to observed achievement gaps.

Once identified, focus schools will also stay in this category for implementing interventions aligned with the reasons for identification for a minimum of three years. PRDE believes that a period of three years is necessary to ensure that the proposed interventions can be fully implemented, assessed and, if effective, take hold and become part of the school culture. At the end of three years, a focus school

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identified on the basis of graduation rate may exit focus status if: 1) it achieves the higher of an absolute graduation rate above 60% or an improvement in the graduation that is one half of the difference between baseline graduation rate and 100%. This approach ensures that there is improvement for a school anywhere in the distribution of graduation rates. For example, a school starting with a graduation rate of 59% would need to achieve a graduation rate of at 79.5% at the end of the three year period to exit focus status AND 2) meets its proficiency AMOs (including participation rates) All other focus schools, to exit focus schools status, must close achievement gaps to the extent that it no longer resides in the bottom 10% of schools based on gap scores and close gaps by at least 50% from their former levels.

Consistent with the approach used with priority schools, PRDE is setting rigorous expectations for focus schools so that PRDE, the school community, and the USDE can see evidence that the schools exiting focus school status have had a phenomenal change in performance. PRDE believes its approach with priority and focus schools will result in all students meeting the rigorous standards and all schools addressing the needs of all students, especially traditionally low-achieving subgroups such SWDs and LSP students.

### Oversight

PRDE will implement systems to monitor both priority and focus schools to ensure that these schools are receiving the support they require to meet student needs and address the root causes of their performance problems. Monitoring will take place at least three times a year and may include desktop monitoring and/or site visits. PRDE intends to implement oversight practices that facilitate the development of a culture of communication within schools, among schools, across districts and regions and throughout PRDE's system of public education.

PRDE's Central level recognizes the importance of consistent and appropriate implementation of its differentiated accountability system. In order to demonstrate appropriate implementation and follow through of the planned interventions with priority and focus schools, PRDE will engage an external evaluator. The external evaluator will be responsible for monitoring the processes associated with the planning, implementation, and results of interventions with priority and focus schools. PRDE also intends to provide a similar assurance of the fidelity of implementation for a subset of the schools with the greatest needs that are not identified as priority, focus, or reward schools.

### Reward Schools

PRDE defines reward schools as either 1) high performing schools which consist of the 5% of schools that have the highest proficiency rates for the 2010-2011 and 2011-2012 school years, the highest 2011-2012 three-year adjusted cohort graduation rates, that also met AYP in 2011-2012 and did not have significant achievement gaps that are not closing between the 25th and 75th quartiles (Puerto Rico will also consider attendance rates beginning in 2015-2016); and 2) high progress schools that consist of the 5% of schools that made the most progress from 2010-2011 to 2011-2012 in increasing overall proficiency rates and if high schools, three-year adjusted cohort graduation rates from 2011-2012 to 2012-2013, and that also did not have significant achievement gaps that were not closing. Reward schools will be publicly acknowledged and will be rewarded in meaningful ways designed to highlight the best practices of these schools and incentivize quality teaching and leadership in other schools throughout the island. Neither high-performing nor high-progress schools can meet the definition of focus or priority schools. The PRDE will offer rewards that include public notice on the PRDE website,

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media attention, letters to parents honoring reward school teachers and school directors, district and/or regional events and recognition in the communities in which these schools reside. Details related to how these incentives were selected and stakeholder input into this process are detailed in PRDE's response to Principle 1. ESEA Flexibility Consultation requirements.

The definitions of school categories presented in this section for reward, focus and priority constitute approximately 25% of all schools in PRDE's system. The teaching and learning needs of the remaining non-categorized Title I schools not identified as priority, focus or reward schools will also receive support under PRDE's proposed differentiated accountability system. Each of the remaining non-categorized Title I Schools within PRDE's system will undergo a comprehensive needs-assessment. This needs assessment is similar to the needs assessment that priority and focus schools complete and was also developed by FLICC (described on pages 116-117). The needs assessment differs in that it is a self-assessment that is primarily conducted by the school improvement team within the school. PRDE will provide assistance to these schools through the academic facilitators in district offices. Once completed, this needs assessment will also be used to inform revisions of the school's CSP, including enhancing each school's action plans to reflect attention to the need to evidence continuous improvement.

PRDE has designed the self-directed needs assessments to help schools identify student and school needs and select appropriate, corresponding interventions. While the intensity of the interventions used by the remaining non-categorized PRDE schools will be different than in focus or priority schools, these interventions will address a number of issues believed to lead to performance gaps and hinder the performance of traditionally low performing groups like SWDs and LSP students. Consistent with the approaches used with priority and focus schools, PRDE will provide oversight and support for the implementation of school improvement interventions across the remaining non-categorized schools, referred to as other Title I schools. District academic facilitators will have primary responsibility for monitoring the planning and implementation of schools' interventions. District academic facilitators are responsible for ensuring that the schools are appropriately addressing these needs with interventions designed to improve the teaching and learning process for all. As indicated earlier in this section, additional assistance from an external evaluator will be used with a subset of remaining non-categorized schools to ensure fidelity of implementation.

Beginning in the 2013 school year, PRDE will ensure all school improvement interventions are aligned with the turnaround principles provided by USDE. District Academic Facilitators as well as Special Education and Limited Spanish Proficient District Academic Facilitators will have the primary responsibility of working with their assigned schools to ensure that this alignment. District level staff will be responsible for providing oversight and technical assistance to ensure all schools are satisfying the requirement to implement turnaround principles and ensure equitable access to PRDE's curriculum standards. In addition, district level staff will provide consultation on the design of instructional interventions and implementation support through various methods including providing professional development, consultation and on-site coaching.

PRDE's implementation plan provides teachers of LSP students and SWD additional technical assistance and oversight support through its LSP and Special Education Academic Facilitators. This personnel is made available to all schools and can provide on-site coaching as a form of embedded professional development. The technical assistance provided to teachers of LSP students and SWD enhances their professional capacity to differentiate instruction for LSP students and making the curriculum accessible for students with disabilities.

The methodologies that leads to school identification are listed below.

<p><b>Reward (High-Performing)</b></p>	<ol style="list-style-type: none"> <li>1. The proficiency for each of the most recent two years must be in the highest 5% for all schools , <b>AND</b></li> <li>2. The current three-year adjusted cohort graduation rate (2011-12) must be in the highest 10% of the graduation rates for all schools (only applicable to schools with graduates), <b>AND</b></li> <li>3. The school must have met AYP for all student groups, <b>AND</b></li> <li>4. The school must not have a significant achievement gap between the 25th (lowest) and 75th (highest) quartiles that is not closing. The school’s current year achievement gap must be less than the median achievement gap for all schools <b>AND</b> the achievement gap for the two most current years must be closing or the same as the previous year.</li> </ol> <p>Attendance Rate (using a cut score) based on the 2014-15 data will be included in making Reward High-Performing school designations for 2015-16.</p> <p>The proficiency and gap calculations include general assessment and PPEA (alternate assessments) results for SLA, Math, and ESL in grades 3-8 and results for SLA and Math in grade 11.</p>
<p><b>Reward (High-Progress)</b></p>	<ol style="list-style-type: none"> <li>1. The proficiency progress (the difference between proficiency for the current year and the previous year) must be in the highest 10% of the proficiency progress for all schools , <b>AND</b></li> <li>2. The three-year adjusted cohort graduation rate progress (the difference between the three-year adjusted cohort graduation rate for the most current year and the previous year) must be in the highest 25% of the three-year adjusted cohort graduation rate progress for all schools (only applicable to schools with graduates), <b>AND</b></li> <li>3. The school must not have a significant achievement gap between the 25th and 75th quartiles that is not closing. The school’s current year achievement gap must be less than the median achievement gap for all schools <b>AND</b> the achievement gap for the two most current years must be closing. ...</li> <li>4. The 25th (bottom) quartile must be improving in overall achievement for at least 10% <b>AND</b> the achievement for the current year 75th (top) quartile is greater than the median for the top quartile achievement for all schools in the current year.</li> </ol> <p>Note: Graduation rate progress will be based on USDE approved three-year adjusted cohort methodology for two years; for 2013-14 the designations will be based on 2011-12 and 2012-13 graduation rates.</p>

<b>Priority</b>	<ol style="list-style-type: none"> <li>1. Tier I and Tier IISIG Schools, <b>OR</b></li> <li>2. High schools with three-year adjusted cohort graduation rates less than 50%.</li> </ol>
<b>Focus</b>	<ol style="list-style-type: none"> <li>1. High schools with three-year adjusted cohort graduation rates equal to or greater than 50% and less than 60% (i.e., schools with graduation rates between 50-59%), <b>OR</b></li> <li>2. The 10% of schools with the largest overall achievement gap between the 25th and 75th quartiles and lacking progress in proficiency for the 25th quartile group when comparing previous year to the current year.</li> </ol>

**Assessing and Supporting School Needs**

As described under PRDE’s response to Principle 1, every school in Puerto Rico is required to develop a Comprehensive School Plan (CSP). The CSP is modified annually and updated to produce an action plan for continuous improvement (focus schools and other schools) or a school improvement plan (exiting SIG schools and priority schools). It should be noted that PRDE has developed integrated technology tools that guide the development of each of these plans (CSP, school improvement plans and action plans). The use of integrated technology tools make it possible for PRDE to standardized the needs analysis and intervention planning processes, collect data for all schools, disseminate data to schools and use the data for administrative decision making at the Central and district levels. Examples of Central and district level decision making include decisions related to allocation of staff time, monitoring, and assessing schools’ implementation progress. It should be noted that the Auxiliary Planning Secretary’s office plays a central role in providing the data used for monitoring and disseminated across PRDE’s schools

The integrated technology tools used to create school level plans also make it possible for PRDE to present performance and improvement planning data and information in two data systems:

- School Improvement Grant dashboard: priority schools, including existing SIG schools, use this dashboard to track progress on 13 indicators. This dashboard enables the Office of School Improvement to oversee the interventions being implemented in these schools. It also helps priority schools develop a culture of data utilization for continuous improvement. This dashboard was designed specifically to address the needs of SIG schools and is, therefore, well suited for use by the priority schools. Some of the indicators included in the SIG dashboard may not be appropriate for schools with less need for support.
- PRDE Dashboard: non-priority schools (i.e., focus schools, reward schools, and the non-categories schools) use the PRDE dashboard to access graphic summaries of key data related to schools, students, and personnel. The data included in these dashboards is described in the needs assessments for these schools on pages 30, 31, 102, 127 and 137). The PRDE dashboard is currently in the validation phase. The planned implementation of the operational PRDE dashboard will begin with leadership within PRDE’s Central level with a primary focus on staff from the Office of the Undersecretary of Academic Affairs. In the next phase of implementation, the Office of the Auxiliary

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Secretary for Planning and Educational Development will provide access to the district level support staff that are working with focus, reward and other schools. Schools will receive training related to how to use the data from the dashboard to engage in data-driven decision making related to improving teaching and learning developing and modifying action plans.

### ***Puerto Rico's Student Subgroups***

PRDE's differentiated accountability model continues to measure student achievement in the subjects and grade levels approved for use by USDE; Spanish language arts and mathematics. PRDE will calculate AMOs for grades 3 through 8, separate from grade 11, with a minimum  $n$  size of 30, which we will continue to use under ESEA flexibility. The following seven subgroups identified in the Puerto Rico Accountability Workbook, approved by the USDE in 2009, will continued to be used:

1. Economically disadvantaged students (based on family income)
2. Students with disabilities
3. Students with limited Spanish proficiency (LSP)

The Accountability Workbook (2009) also notes that "racial and ethnic minority groups in Puerto Rico do not configure in the same manner as in the mainland United States" (p. 30). Accordingly, PRDE identifies the following subgroups:

4. Puerto Rican students
5. Hispanic students (other than Puerto Rican)
6. White non-Hispanic students
7. Other origin

### ***Recent Initiatives as Stepping Stones***

Staff at the Central, regional, district and school levels throughout PRDE's system work each day to provide high quality, aligned instruction to the children of Puerto Rico. Our commitment has led PRDE to improve our standards, improve the quality of our assessments, and implement all applicable regulations. However, these activities alone are not enough to improve instruction at the classroom level.

Over the course of the last few years, the PRDE has initiated a number of projects that will help PRDE meet our AMO goals. Much of this foundational work has already begun in our SIG school. In addition, there are a number of other schools within the PRDE system that are piloting innovative strategies and practices. These projects lay initial groundwork for creating sustainable improvements in the teaching and learning that takes place in PRDE's schools. These projects will help empower the regions and school districts to drive the changes that will result in improved student outcomes.

Examples of PRDE's commitment to the island-wide improvement of our schools is also evidenced by our curriculum development work, teacher professional development trainings, instructional coaching, and school culture work, which are described below

Professional Development Should Focus on Critical Needs Areas: Mathematics

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Based on results from recent academic assessments that show a lower performance in mathematics, particularly for middle and high school students, educators across PRDE are placing increased emphasis on improving teaching and learning in these areas. To this end, PRDE is developing a variety of professional development initiatives and other pilot projects to demonstrate, and ultimately strengthen, our instructional practices to better assist every student in becoming college and career ready.

In addition to the development of a comprehensive system of professional development, the Mathematics Program, under the Office of the Undersecretary of Academic Affairs, will be providing additional support for teachers through its Mathematics for the 21<sup>st</sup> Century workshop series, the EduMath for the 21<sup>st</sup> Century Centers for middle and high school math teachers, and MathCloud. EduMath Centers will:

- Disseminate new scientific contributions for the teaching of mathematics.
- Promote a research and exchange community for a diversity of teachers and scholars.
- Promote the use of blogs, social pages and webpages to support mathematics instruction.
- Develop and exchange activities and materials to improve instruction and collaborate in teacher training.

#### Professional Development Should Focus on Standards and Align with Classroom Practice

PRDE believes that improved teacher training based on PRDE's standards-based curriculum is a fundamental element in improving student performance in math. Currently, schools' improvement plans and action plans must include focused strategies customized to respond to evidenced needs in each academic subject area. These strategies specifically address Spanish, English, Math and Science and provide for increased opportunities for PRDE leadership at the Central and district levels encourages schools to employ job-embedded professional development that is closely connected to what teachers are required to teach. PRDE believes this will increase the likelihood that the skills and knowledge gained from such learning is immediately transferred to the classroom. For priority schools, external providers are assisting teachers by providing classroom coaching, structured common planning time, mentoring and observation of classroom practices.

#### Increase Learning Time

PRDE believes that increased learning time is beneficial to teaching and learning. As such, each SIG school has also extended its learning time in the priority areas it has identified. This has resulted in a longer instructional day and school year and increased the opportunities for teaching and learning in core academic subjects. This additional time makes it possible for teachers to implement strategies such as leveled tutoring based on each student's needs, curriculum integration to encourage students to make meaningful and relevant connections between the different disciplines, and learning by doing. PRDE is engaging in oversight and evaluation of the use of these educational interventions and strategies to better understand what works and what needs to be modified.

#### Summary

PRDE's implementation of a differentiated accountability system will allow PRDE to focus our resources

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on the lowest performing schools and those with the largest achievement and growth gaps and continue to develop and extend the customized interventions discussed above. Over time, through the use of these types of targeted interventions and continued focus on ambitious but achievable academic targets, PRDE believes that priority and focus schools will improve to the point at which they can exit priority or focus school status. PRDE recognizes that, despite improvements in some of the most needy schools, there may continue to be schools in each of these categories. PRDE believes that our continued effort to develop interventions in these areas will reduce the degree of need among all schools and promote overall achievement and growth. PRDE understands that achieving this goal will take great commitment and determination, and has organized its internal operations and human capital in a way that will allow it to succeed at making this goal a reality. PRDE's recent initiatives demonstrate focused attention on the island's lowest-achieving schools and student subgroups, the implementation of the transformation model including extended learning time, and the flexibility to use a portion of federal funds differently. PRDE believes that, if granted the flexibility to continue this work, our schools will be able to meet AMO targets and decrease the percent of non-proficient students by fifty percent in six years.

### **Curriculum Documents and Professional Development Boot Camps**

This section describes previous efforts that are expected to continue in the upcoming and future academic years.

As described in Principle 1 (page 39), during the 2010-2011 and 2011-2012 school years, we developed curriculum documents, aligned to the standards, in grades K-12 for Spanish language arts, mathematics, science, English as a second language (ESL), and core content courses at the high school level. Through this process, we established a stakeholder group of teachers and administrators to engage in the development, review, and approval of the curriculum and professional development activities, and to ensure that these materials were aligned with the 2007 content standards and grade-level expectations. Curriculum materials for grades 4-8 were piloted in six public schools during the 2011-2012 school year.

In 2011 and 2012, we held professional development "boot camps" to provide support and training on curriculum materials (scope and sequence documents, curriculum maps, and teaching strategies in ESL, SLA, mathematics, and science for grades K through 12), aligned to the standards, to teachers, academic facilitators, and academic auxiliary superintendents throughout all seven regions. In July 2012, all 28 school districts provided the Office of the Undersecretary of Academic Affairs with a work plan on the island-wide implementation of the curriculum materials for all teachers in the four content areas and school directors. In August 2012, all school districts provided training on the curriculum materials to all four content areas teachers island-wide. These materials have been distributed to each school and will be available on the PRDE website in the near future. In addition, the Office of the Undersecretary of Academic Affairs provided an internal workshop to all program directors whose subject areas are not tested by the state's assessment and they were encouraged to develop curriculum maps, scope and sequence documents, and pacing guides for their programs. These directors were also encouraged to integrate and align their programs with ESL, SLA, mathematics, and science.

Through the professional development activities described we learned that the materials and training we currently have needs to be better aligned with teachers' experience and needs. For instance, teachers found it difficult to integrate the materials into their everyday practice due to difficulties understanding the language used to describe expectations for the standards. During the 2012-2013 school year, the Standards and Assessment Unit began a team effort to improve teacher training and

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related resources with an eye for promoting teachers' understanding of the curricular materials and their use in the classroom.

In addition, PRDE is working with its external providers to develop a comprehensive system of professional development that targets implementation of the curricula island-wide. The key components of this plan are:

- Island-wide implementation of professional development supports beginning in August 2013;
- Tiered implementation to target the priority (including SIG) and focus schools in a more intense manner:
  - Priority schools (including SIG schools) will have on-site content-specific coaches that are assigned to no more than two schools each and establish Communities of Practice to support schoolwide changes;
  - Focus schools will have on-site content-specific coaches that are assigned to no more than three schools each and establish Communities of Practice to support schoolwide changes;
  - All district academic coordinators (District Academic Facilitators, District and Municipal Special Education Academic Facilitators, LSP Academic Facilitators, Academic Auxiliary Superintendents) will be trained to provide supports at the school- and teacher-level in support of the coaches and to schools other than the SIG, priority, and focus schools;
  - All educators will have on-demand access to a series of on-line professional development modules that target key instructional aspects of the curricula.

For the priority (including SIG), and focus schools, professional development will be tailored to meet the specific needs of the school and the individual teachers within the school. It should be noted that PRDE is not relying on a workshop model as we have found this to be ineffective in changing classroom practices. While some professional development will include school-level workshops, coaches will work on an on-going basis to support continuous implementation through regular instructional practice and related classroom activities.

From the summer of 2013 throughout the 2013-14 school year, PRDE will engage existing providers to leverage the services they have provided/are providing and design and implement a professional development system. PRDE's goal with this work is to create an appropriate tool for gathering and disseminating best practices related to content, methodology and access. The goal of this professional development system is to ensure that PRDE leadership and other Puerto Rico stakeholders and groups (teacher and directors associations, unions, IHE teacher preparation programs) are engaged in the development of and have access to the methods PRDE is using to support teachers in shifting their practice.

### **Instructional Coaching and Communities of Practice**

As evidenced by professional development supports discussed in the previous section, PRDE is committed to providing direct support to teachers while implementing standard-based instruction.

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PRDE want to provide our teachers with opportunities to improve their practice so that students then have increased opportunities for greater exposure to high quality academic instruction.

During the 2011-2012 school year, PRDE introduced an instructional coaching model to provide teachers with sustained guidance and support in both content and pedagogy as they implement the grade level curriculum frameworks and pacing guides in grades 4-8 in SLA, ESL, mathematics, and science. Teachers from the six curriculum pilot schools received in-classroom guidance and lesson plan modeling four times during the school year. To continue that support, we also established communities of practice to help build capacity within teacher groups, academic facilitators, and school directors by providing them with forums for engaging with their content area colleagues with the purpose of discussing instructional best practices and generating solutions for instructional challenges. These initiatives will continue and implementation in the 2013-2014 school years will be aligned with the development of the comprehensive system of professional development described above.

### **PRDE's School Culture Project**

Puerto Rico recognizes a positive school culture is linked to the improvement of academic achievement and is therefore committed to improving school culture island-wide. As such, we commissioned a school culture study in 2011-2012 to assess school culture in a sampling of island schools. The purpose of the study was to determine the degree to which the six pilot schools have developed and implemented practices related to a school culture that supports the implementation of the new standards-based curriculum. Specifically, the study addressed five critical elements impacting school culture: teaching and learning, the influence of school leadership, school community relationships, safety, and the physical environment. The sample encompassed a range of grade levels, and served both rural and urban areas. Each one of the schools in this study had been operating under improvement plans for a period of three to nine years.

In light of the findings from the school culture study, PRDE is considering several recommendations that could be implemented across schools and promote the creation of a school culture that promotes academic achievement and improved outcomes for students, teachers, and school directors. PRDE will make a subset of these recommendations, and related implementation supports, available for consideration by district staff as they work with schools to facilitate the development of school improvement plans and action plans for continuous improvement. The Office of the Undersecretary of Academic Affairs will have responsibility for reviewing and approving school culture interventions and will also be responsible for directing district and/or regional staff to monitoring implementation under PRDE's differentiated accountability system.

### **Bilingual Pilot School Programs**

PRDE recognizes the importance of learning to communicate in multiple languages to succeed in today's global society. PRDE currently have 14 specialized bilingual schools around the island where teaching takes place both in English and Spanish. The goal is to expand the language offerings to other languages to better prepare students for the opportunities and challenges of the 21<sup>st</sup> century.

During the 2012-2013 school year, Puerto Rico tested two new initiatives to promote bilingualism in the public school system. These initiatives involved instructional practices that were beyond the core English as Second language curriculum and instruction offered in grades K-12. These initiatives sought to help students achieve acquisition of the English language and also ensure proficiency in literacy and

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communication skills. Participation in these initiatives was made available to all students, including students with disabilities and limited Spanish proficiency students. Both of these initiatives, presented in greater detail below, are managed by the Office of the Undersecretary of Academic Affairs.

- **Empowering Students for the 21<sup>st</sup> Century (ES21):** This initiative is being implemented in 35 public schools across the island and impacts approximately 5,000 students including students with disabilities and LSP students. Twelve of these schools already participate in the full bilingual immersion model while the other 23 schools offer special bilingual programs. A total of 83 teachers from these schools are currently enrolled in a certification program in bilingual education at the University of the Sacred Heart (*Universidad del Sagrado Corazón*).
- **The Bilingual Education for the 21<sup>st</sup> Century (BEC21):** This initiative is being implemented in 32 schools, from kindergarten through grade 2, and impacts approximately 4,800 students and 280 teachers. Under this initiative Math and Science are offered in English. PRDE is committed to providing these schools with the supports they need to ensure successful implementation of this program. These supports include four hours of coaching (Monday through Thursday), 102 hours of professional development, innovative instructional materials, extended hours where we encourage parents' involvement, and summer camp.

At the beginning of the 2013-2014 school year, PRDE will evaluate the experience gained from these two initiatives in order to determine how to best strengthen bilingual skills and programs. This evaluation will include a review of the achievement scores from these schools and the collection of feedback from participating teachers. PRDE's Office of the Undersecretary of Academic Affairs will consider the effects and experiences of these projects and recommend/share best practices with other schools that, based on the findings of their needs assessments, could be reasonably expected to benefit from similar approaches. Successful strategies from these two pilot initiatives will be documented and shared with all schools across the PRDE system so that all schools and student groups can benefit from practices that are determined to be effective. Effective practices will also be included within the professional development system discussed above.

Throughout the 2013-2014 school year, PRDE will engage educators at the school and district levels in conversations (during regularly scheduled meetings, professional development workshops, during school site visits and monitoring visits) so that it can facilitate a process of ongoing review and evaluation of the effects of current initiatives. PRDE will use these structured dialogues to inform determinations about the varying degrees to which available programs and new initiatives can be implemented in more schools across the system. In this way, PRDE intends to spread best practices and remain aware of how much time educators are spending in implementing different programs. This level of review will help ensure that PRDE's staff at the Central and District levels are able to provide educators good guidance and ensure school level staff have sufficient time to devote to activities that support basic teaching and learning, targeted school improvement efforts and special initiatives.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language</p>
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<p>assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <ol style="list-style-type: none"> <li>a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and</li> <li>b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.</li> </ol>
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The PRDE will only use the results of its Language Arts (Spanish Language) and mathematics tests for accountability determinations.

**2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES**

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p>	<p><b>Option C</b></p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <ol style="list-style-type: none"> <li>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</li> <li>ii. Provide an educationally</li> </ol>
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<p>AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011-2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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**Setting Annual Measurable Objectives**

In keeping with option A, the new AMOs represent a step towards achieving a differentiated reduction in the percentage of students who are not proficient over six years. Each subgroup’s AMOs were set on the groups’ 2011-2012 proficiency rates with equal steps (rounded to a single decimal place) leading to a 50% reduction in the percent of non-proficient students within six years. Exhibits 10– 13 reflect the proposed AMOs for Puerto Rico. The AMOs (below) follow the same subgroup system as had been developed for AYP determinations which include the special services categories of poverty, disabilities, and Spanish language learners (as accepted by the USDE in the Accountability Workbook, 2009).

<p><b>Puerto Rico’s Student Subgroups</b></p>	<ol style="list-style-type: none"> <li>1. Economically disadvantaged students (based on family income)</li> <li>2. Students with disabilities</li> <li>3. Students with limited Spanish proficiency (LSP)</li> <li>4. Puerto Rican students</li> <li>5. Hispanic students (other than Puerto Rican)</li> <li>6. White non-Hispanic students</li> <li>7. Other origin</li> </ol>
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Puerto Rico proposes these AMOs based on two factors, the first being the separation of AMOs for students in grades 3–8 from those for high schools since there is a clear difference in performance at the

high school level compared to the lower grades. This separation will allow for more rigorous targets for the lower grades than would have been developed had grade 11 been included. This also allows for more realistic targets for high schools. The following data tables (see Exhibit 8 and

Exhibit 9) help to illustrate the need to separate the grade spans.

*Overall Student Performance on the Puerto Rico State Assessments*

The following performance data was used to develop the new AMOs under this differentiated recognition, accountability, and support system.

**Exhibit 8. Spanish Language Arts Proficiency**

	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>Grade 3</b>	47%	52%	54%	59%
<b>Grade 4</b>	37%	40%	44%	51%
<b>Grade 5</b>	39%	40%	44%	46%
<b>Grade 6</b>	45%	46%	48%	50%
<b>Grade 7</b>	35%	33%	37%	39%
<b>Grade 8</b>	36%	39%	45%	43%
<b>Grade 11</b>	35%	35%	38%	40%

**Exhibit 9. Mathematics Proficiency**

	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>Grade 3</b>	59%	65%	66%	70%
<b>Grade 4</b>	41%	48%	52%	55%
<b>Grade 5</b>	30%	37%	40%	41%
<b>Grade 6</b>	5%	9%	10%	15%
<b>Grade 7</b>	4%	6%	7%	8%
<b>Grade 8</b>	3%	7%	9%	9%
<b>Grade 11</b>	2%	4%	8%	9%

The second factor is that these AMOs are set separately by subgroup instead of by the whole school. The proposed AMOs create a system in which schools are encouraged to differentially focus more energy on improving the performance of those students in the traditionally low achieving subgroups.

As indicated above, PRDE’s proposed AMOs are based on the 2011-2012 data for the entire island. These scores include the performance of students using either Puerto Rico’s general or alternate assessment. The participation rate on the assessment system was well over the required 95%, so these baseline results are representative of island-wide student performance by subgroup. The decision was made to use the island pass rate for the baseline as opposed to selecting proficiency for a single school (as was the mandate previously). PRDE believes this approach will better represent the performance of

students across the island and hold the lowest performing schools to a rigorous standard.

PRDE will continue to report subgroup performance against the new AMOs for all schools. Included in this reporting will be the participation rate by subgroup and the other academic indicator of either attendance or graduation rate. The thresholds for these other indicators have not been modified since the latest approval of the Accountability Workbook (2009). PRDE understands that schools must make participation rates for every subgroup.

As part of our commitment to promote college participation for all students including SWDs and LSP students, PRDE is working towards being able to annually publish both the college going and college credit accumulation rates for each identified subgroup that has at least 30 students in each high school in Puerto Rico. This reporting will become effective as the new State Longitudinal Data System comes on-line and we are able to expand its functionality to collect post-secondary data.

*New AMOs for Puerto Rico’s Differentiated Accountability System*

The four exhibits below outline the new AMO targets for each student subgroup, by subject and by grade level, over the next six years (see Exhibit 10, Exhibit 11,

Exhibit 12, and Exhibit 13). The new AMOs were developed using 2011-2012 data as the baseline for each subgroup. The 2017-2018 goal of a 50% reduction in the percent of non-proficient students by subgroup was set. The difference between these numbers was calculated and divided by six to determine the equal, annual increases for each subgroup to reach the 2017-2018 goal.

**Exhibit 10. Spanish Language Arts AMOs by Subgroup for Grades 3-8**

Grades 3-8		Spanish Language Arts					
Student Group	Baseline						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All	47.7	52.1	56.4	60.8	65.1	69.5	73.9
Students with Disabilities	32.8	38.4	44.0	49.6	55.2	60.8	66.4
Limited Spanish Proficiency	37.5	42.7	47.9	53.1	58.3	63.5	68.8
Economically Disadvantaged	45.1	49.7	54.3	58.8	63.4	68.0	72.6
Puerto Rican	47.7	52.1	56.4	60.8	65.1	69.5	73.9
Hispanic, non Puerto Rican	45.9	50.4	54.9	59.4	63.9	68.4	73.0
White, non-Hispanic	41.8	46.7	51.5	56.4	61.2	66.1	70.9
Other Origin	48.9	53.2	57.4	61.7	65.9	70.2	74.5

**Exhibit 11. Mathematics AMOs by Subgroup for Grades 3-8**

Grades 3-8	Mathematics
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<b>Student Group</b>	<b>Baseline 2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>All</b>	32.2	37.9	43.5	49.2	54.8	60.5	66.1
<b>Students with Disabilities</b>	27.5	33.5	39.6	45.6	51.7	57.7	63.8
<b>Limited Spanish Proficiency</b>	30	35.8	41.7	47.5	53.3	59.2	65.0
<b>Economically Disadvantaged</b>	31.2	36.9	42.7	48.4	54.1	59.9	65.6
<b>Puerto Rican</b>	32.2	37.9	43.5	49.2	54.8	60.5	66.1
<b>Hispanic, non Puerto Rican</b>	31.3	37.0	42.8	48.5	54.2	59.9	65.7
<b>White, non- Hispanic</b>	27.2	33.3	39.3	45.4	51.5	57.5	63.6
<b>Other Origin</b>	35.6	41.0	46.3	51.7	57.1	62.4	67.8

**Exhibit 12. Spanish Language AMOs by Subgroup for Grade 11**

<b>Grade 11</b>		<b>Spanish Language Arts</b>					
<b>Student Group</b>	<b>Baseline 2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>All</b>	40.5	45.5	50.4	55.4	60.3	65.3	70.3
<b>Students with Disabilities</b>	14.3	21.4	28.6	35.7	42.9	50.0	57.2
<b>Limited Spanish Proficiency</b>	19.2	25.9	32.7	39.4	46.1	52.9	59.6
<b>Economically Disadvantaged</b>	36.6	41.9	47.2	52.5	57.7	63.0	68.3
<b>Puerto Rican</b>	40.5	45.5	50.4	55.4	60.3	65.3	70.3
<b>Hispanic, non Puerto Rican</b>	43	47.8	52.5	57.3	62.0	66.8	71.5
<b>White, non- Hispanic</b>	34.6	40.1	45.5	51.0	56.4	61.9	67.3
<b>Other Origin</b>	34.5	40.0	45.4	50.9	56.3	61.8	67.3

**Exhibit 13. Mathematics AMOs by Subgroup for Grade 11**

<b>Grade 11</b>		<b>Mathematics</b>					
<b>Student Group</b>	<b>Baseline 2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>

<b>All</b>	8.9	16.5	24.1	31.7	39.3	46.9	54.5
<b>Students with Disabilities</b>	3.4	11.5	19.5	27.6	35.6	43.7	51.7
<b>Limited Spanish Proficiency</b>	10.3	17.8	25.3	32.7	40.2	47.7	55.2
<b>Economically Disadvantaged</b>	7.8	15.5	23.2	30.9	38.5	46.2	53.9
<b>Puerto Rican</b>	8.9	16.5	24.1	31.7	39.3	46.9	54.5
<b>Hispanic, non Puerto Rican</b>	10	17.5	25.0	32.5	40.0	47.5	55.0
<b>White, non-Hispanic</b>	3.8	11.8	19.8	27.9	35.9	43.9	51.9
<b>Other Origin</b>	7.1	14.8	22.6	30.3	38.1	45.8	53.6

## 2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools. If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

### Selecting Reward Schools

In keeping with the guidelines for the flexibility request as addressed in the USDE documents entitled *ESEA Flexibility* and *ESEA Flexibility Frequently Asked Questions*, Puerto Rico plans to use the following methodology for identifying highest-performing and high-progress schools as Reward schools.

#### High-Performing

1. The proficiency for each of the most recent two years must be in the highest 5% for all schools , **AND**
2. The current three-year adjusted cohort graduation rate (2011-12) must be in the highest 10% of the graduation rates for all schools (only applicable to schools with graduates), **AND**
3. The school must have met AYP, **AND**
4. The school must not have a significant achievement gap between the 25th and 75th quartiles that is not closing. The school’s current year achievement gap must be less than the median achievement gap for all schools **AND** the achievement gap for the two most current years must be closing or the same as the previous year.

Attendance Rate (using a cut score) based on the 2014-15 data will be included in making Reward High-Performing school designations for 2015-16.

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The proficiency and gap calculations include general assessment and PPEA (alternate assessments) results for SLA, Math, and ESL in grades 3-8 and results for SLA and Math in grade 11.

### **High-Progress**

1. The proficiency progress (the difference between proficiency for the current year and the previous year) must be in the highest 10% of the proficiency progress for all schools , **AND**
2. The three-year adjusted cohort graduation rate progress (the difference between the three-year adjusted cohort graduation rate for the most current year and the previous year) must be in the highest 25% of the three-year adjusted cohort graduation rate progress for all schools (only applicable to schools with graduates), **AND**
3. The school must not have a significant achievement gap between the 25th and 75th quartiles that is not closing. The school's current year achievement gap must be less than the median achievement gap for all schools **AND** the achievement gap for the two most current years must be closing or the same as the previous year **AND** the 25<sup>th</sup> (bottom) quartile must be improving in overall achievement **AND** the achievement for the current year 75<sup>th</sup> (top) quartile is greater than the median for the top quartile achievement for all schools in the current year.

Note: Graduation rate progress will be based on USDE approved three-year adjusted cohort methodology for two years; for 2013-14 the designations will be based on 2011-12 and 2012-13 graduation rates.

Priority and Focus schools may not be identified as High-Performing or High-Progress schools.

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2.C.ii Provide the SEA's list of reward schools in Table 2.

Table 2 is included as Attachment 9 located on page 137.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

### **Rewarding Highest Performing and High Progress Schools**

The PRDE plans to publicly recognize reward schools with meaningful incentives for improving their effectiveness at assisting students to become college and career ready, as evidenced by student achievement status , school progress and progress in closing achievement gaps. The rewards for high-progress and high-performing schools will be the same.

To identify methods of local recognition, we solicited input from school staff and other stakeholders at our 2012 forums seeking public feedback on this flexibility request. The process for collecting feedback on this topic and the detailed responses collected from stakeholders are presented as part of PRDE's response to ESEA Flexibility Consultation requirements. Stakeholders provided valuable insight on the rewards that will be meaningful to schools and their communities. Among the rewards

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that will be awarded by the Office of the Undersecretary of Academic Affairs are:

- public recognition on the PRDE website
- public recognition via press releases to media outlets island-wide
- special certificate from the Secretary of Education to each reward school
- letters to the parents of students in reward schools notifying them of the schools' exceptional teachers and school directors
- ongoing professional development
- financial rewards (if funds are available)
- allowing schools to select their paint color

PRDE will encourage regions and school districts to reward these schools in a manner that is most significant to the schools themselves (i.e., school directors and teachers), parents and students, and the community at large. Some of the rewards the public would like to see are: maintenance of existing equipment, and partnerships with businesses and community entities. In addition, stakeholders suggested that reward schools offer workshops to the community on how to support their children at home. Participants in public forums also expressed that the recognition and rewards should be significant, resulting in community engagement and participation. The Office of the Undersecretary of Academic Affairs will reach out to community leaders, including those from local foundations, businesses, universities, and other sectors of the community at-large, to encourage them to support high-achieving local schools.

As previously discussed, Puerto Rico functions as a single LEA and is organized into seven regions. Each region is divided into 28 school districts. This service model provides the advantages; of enabling PRDE to create and implement a reward structure that is consistent with the wants, needs and expectations of the local school community. Allowing local involvement in the design of rewards for schools strengthens the schools' existing relationships with the local community. Past experience indicates that PRDE schools welcome and appreciate the local recognition of their academic achievement and performance. It is our vision that this local recognition provides a more meaningful method of recognition than centrally managed methods. The school communities within PRDE have a strong link to the schools serve and are best positioned customize the recognition methods. Additionally, from a logistical point of view, it is more feasible to hold a rally for reward schools in a region than to attempt to transport teachers across the island for a single rally in the capital. Thus, the Office of the Undersecretary of Academic Affairs expects that districts and regions will continue recognizing the reward schools in their district and will be responsible for the provision of the rewards stakeholders recommended in the 2012-2013 school year and beyond. The Office of the Undersecretary of Academic Affairs will monitor district recognition plans to ensure that they are appropriate and aligned with school level achievements and community interests.

PRDE is taking action to disseminate promising practices found in reward schools. One means of island-wide communication about rewards is the SIG rewards guide which is currently under revision by the Office of School Improvement and the Undersecretary of Academic Affairs. The revised document will incorporate the recommended rewards discussed and integrate mentorship of low-performing schools by high-performing schools as an additional reward. The guide and corresponding

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Circular Letter will be released in the summer of 2013.

PRDE's overall reward structure serves several purposes. First, it demonstrates the commitment of the Secretary of Education and the Governor to the success of Puerto Rico's school by acknowledging their efforts and use of effective practices. Second, it provides visibility to the island's top performing schools which enables them to serve as both models and resources for other schools. Third, these rewards honor the hard work of teachers and school directors in these schools and acknowledge the important role they play in the success of these students. After a number of years of recognizing these schools, the PRDE, the schools, and the communities across the island will have developed a mutual foundation of effective practices used in schools.

## 2.D. PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

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### Selecting priority schools

In keeping with the guidelines for the flexibility request as addressed in the USDE documents entitled *ESEA Flexibility* and *ESEA Flexibility Frequently Asked Questions*, Puerto Rico plans to use identify a Priority School as a school that, based on the most recent data available, has been identified as among the lowest-performing schools. The total number of Priority schools in a must be at least five percent of the Title I schools in the State. The proposed identification of schools applies to all schools, regardless of Title I status. Given that only 18 schools within the Puerto Rico system are non-Title I schools, this decision will have minimal impact on schools identified. Puerto Rico served 1,457 Title I Schools in 2010-11; thus, the number of Priority schools identified will be a minimum of 73 or 5% of the schools.

Puerto Rico defines priority schools as:

1. Tier I or Tier II SIG schools, **OR**
2. High schools with a three-year adjust cohort graduation rate of less than 50%.

A total of 76 schools have been identified as Priority schools. Of those 76 schools, currently 50 SIG schools and are 26 high schools with a three-year adjusted cohort graduation rate of less than 50%. The SIG schools include one secondary school (grades 7-12) and six high schools (grades 10-12). Their number of years of classification as a priority school will be counted beginning with each school's identification as a SIG school. PRDE's SIG schools are already in the process of implementing turnaround interventions aligned with the transformation turnaround model. The remaining priority schools have not yet begun to implement school-wide turnaround interventions aligned with the transformation model.

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PRDE will manage three subsets of schools within this category. These subsets are 1) SIG schools identified for the 2011-2012, 2) SIG schools identified for the 2012-2013 and 3) the remaining non-SIG priority schools that were identified at the end of the 2012-2013 school year. PRDE recognizes that each of these three subgroups will have different implementation timelines and that all priority schools must be fully implementing by the 2014-2015 school year. Interventions for non SIG priority schools will begin in 2014-2015 with eligibility for exiting priority status at the end of 2016-2017.

To identify the remaining 26 priority schools, PRDE will select high schools with a three-year adjusted cohort graduation rate less than 50%.

Due to the exceptional level of support being provided to the priority schools, only 5% of schools will be identified at any time. Thus once the initial identification occurs, new schools cannot be placed into priority status until one or more schools exit.

Priority schools will remain in priority status for a minimum of three years. PRDE believes that this three year span is necessary to ensure that interventions take hold and become part of the school culture. At the end of those three years, a school may exit priority status if, in the current academic year, it has met the AMOs for all subgroups in the school and has achieved the higher of an absolute graduation rate above 60% or an improvement in the graduation that is one half of the difference between the starting/baseline graduation rate and 100%. This will enable PRDE to ensure that priority schools address achievement issues and promote graduation. This is a rigorous expectation that will demonstrate to PRDE, the school community, and the USDE that the schools exiting priority school status have made significant progress.

#### ***SIG Schools (Inclusion and Expansion of)***

Twenty-nine cohort I tier I SIG schools began implementation of the Transformation Model during the 2011-2012 school year and are required to implement the interventions for the remaining two years. These schools, if they meet the other exit criteria defined in section 2Dv below, would be eligible for exiting priority status at the end of the 2013-2014 school year.

Twenty-four cohort II SIG schools engaged in pre-implementation activities during the 2012-2013 school year, and will begin implementation of the Transformation Model during the 2013-2014 school year. These twenty-four SIG schools are required to implement the model for three years and would be eligible to exit priority status after the 2015-2016 school year, assuming they meet all other exit criteria described in section 2Dv.

#### ***Non-SIG Schools***

The 26 non-SIG priority schools have been identified based on having a three-year adjusted cohort graduation rate of less than 50% will begin to implement transformation model interventions in 2013-2014. These schools will remain in the priority category for at least three years. These schools will be eligible for exiting priority status at the end of the 2015-2016 school year.

As has been stated, there is no distinction between SIG and non-SIG priority school interventions. PRDE will be implementing SIG model interventions to all priority schools including SIG and non-SIG schools.

2.D.ii Provide the SEA's list of priority schools in Table 2.

Table 2 is included as Attachment 9 located on page 118.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

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### **Interventions for Priority Schools**

Based on several factors, including Puerto Rico preference, the only two turnaround models that will be used are transformation and school closure. Of the four school turnaround models defined by the USDE, Puerto Rico's preferred model is the transformation model. For PRDE, school closure is a possible option under certain circumstances. PRDE must consider that some students live in remote areas and may not have geographically reasonable access to another school. Recognizing that PRDE is responsible for providing access to a free public education and that students' educational needs must be met, PRDE has determined that in those cases the transformation model is the most appropriate and culturally relevant turnaround model to be applied.

PRDE's implementation of the transformation school turnaround is discussed in the following sections. In implementing the transformation model, Puerto Rico is implementing interventions that satisfy the turnaround principles as defined in the USDE document entitled *ESEA Flexibility*.

#### ***Outline of Process: Overview***

To enable a priority school to make dramatic, systemic changes, interventions must be appropriate and schools must have sufficient time to make and sustain changes. The interventions selected must provide for realistic implementation and oversight. For this reason, the PRDE proposes the following process to develop intervention plans based on individual priority school needs. What follows is a description of district level supports that are in addition to the school-specific interventions described earlier in this principle.

Districts with a priority school will be required to prepare an intervention plan that explains how they will support each school. The intervention plan must: a) demonstrates how achievement and other performance data support the selection of interventions and align with the reporting metrics b) outlines proposed interventions, and c) details how the interventions will be implemented at the school level.

The foundation of the district-level intervention plans is data. This data comes from various sources including each school's diagnostic assessment of needs. PRDE staff at the Central and district level understand that performance and other data should inform the intervention strategies proposed. Appropriate district level plans will be those that clearly link interventions with a school's needs and established goals.

In order to realize significant improvements in priority schools, PRDE has decided to engage individuals and organizations that have expertise in educational improvement. These external providers will be selected from the PRDE's list of pre-approved providers (additional information regarding PRDE's process for engaging vendors is provided in the next paragraph). External providers will assist priority schools in the planning and implementation of the interventions that result in school transformation. The description of district level interventions will be 1) in addition to, and 2) in support of the support

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services to be provided by the external providers.

To develop the list of pre-approved providers, the PRDE released a Request for Qualifications (RFQ) and conducted an orientation for potential providers. Interested providers submitted proposals to the Office of School Improvement (OSI). OSI trained both internal and external reviewers on proposal evaluation. The evaluation criteria were based on the degree to which providers could address the academic needs of all students, LSP students and students with disabilities and 2) the ideological and practical issues related to implementing a transformation model. Based on the review process, providers were selected and identified for inclusion on the PRDE list of pre-approved providers. Provider involvement and roles are described in more detail below on page 91.

Districts will submit Intervention plans that specify how they will promote continuous improvement in the priority schools in their districts. The Office of School Improvement will review and approve the specific interventions presented in the district level intervention plan. The district level intervention plan will be evaluated to determine the degree to which it enhances and extends the interventions outlined in the priority schools' improvement plans.

### ***Identifying School Needs***

Staff from the Central and district levels will help each priority school conduct a diagnostic assessment to determine the schools' teaching and learning needs. This approach leverages the successes PRDE has realized in implementing its SIG program. The resulting description of priority schools' needs will be consistent with the SIG needs assessment instrument that has been used in previous years (see attachment 14). This approach allows PRDE and its schools to build on the improvement efforts and capacity we have already developed and to reduce resource demands that would be necessary if a completely different course of action were selected.

The SIG/priority school needs assessment includes indicators across four measures of data: student achievement data, process data, demographic data, and perception data (see Exhibit 14). District level statisticians will provide school-based support to school staff for entering and interpreting data. Schools, with assistance from the appropriate district staff, will analyze data, summarize results, use the findings to identify the appropriate targets for intervention, and establish specific goals.

### **Exhibit 14. Needs Assessment Indicators**

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1. Student Achievement Data	<ul style="list-style-type: none"><li>• percent of students at or above proficiency level in Spanish language arts on PPAA (Puerto Rico's USDE approved language arts test)</li><li>• percent of students at or above proficiency level on PPAA in mathematics</li><li>• student participation rate on the PPAA in Spanish language arts and mathematics</li><li>• assessment results for all subgroup</li></ul>
2. Process Data	<ul style="list-style-type: none"><li>• number of minutes in Spanish language arts courses</li><li>• number of minutes in mathematics courses</li><li>• number of non-highly qualified teachers (NHQT)</li></ul>

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	<ul style="list-style-type: none"> <li>• assignment of teachers to specific classes</li> <li>• teacher attendance rate</li> <li>• attendance rate, period of vacancy or extended absence of school director during previous two years</li> <li>• percentage of staff evaluated, results, and professional development plan</li> <li>• school practices that may interact with student characteristics</li> </ul>
3. Demographic Data	<ul style="list-style-type: none"> <li>• dropout rate</li> <li>• student attendance rate</li> <li>• discipline incidences</li> <li>• percentage of Limited Spanish Proficient (LSP) students</li> <li>• graduation rate</li> <li>• teacher attendance rate</li> <li>• number of highly qualified teachers (HQT)</li> </ul>
4. Perception Data	<ul style="list-style-type: none"> <li>• staff perception of school</li> <li>• parent perception of school</li> <li>• level of parent involvement</li> </ul>

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***School Improvement Plans: Detailed Process and Roles***

Priority schools will have support from Central and district level staff throughout the process of revising their CSP and developing their school improvement plan. District staff will validate that schools have used data from the needs assessment and engage the assigned external provider, working collaboratively with each priority school to develop a new school improvement plan. The desired output of these efforts is a CSP that includes a school improvement plan with specific interventions aligned to students learning needs and teachers professional development needs. Additional assistance throughout this process will be provided by the Office of School Improvement. Such assistance may include ensuring the alignment of proposed interventions with school needs and integrating priority schools’ plans with other system-wide curriculum and development efforts.

As indicated previously, each priority (including SIG) school partners with its own provider. There are only a limited number of cases where a provider has the capacity to serve more than one school and is doing so. It is important to note that schools are actively engaged in the process of selecting their preferred providers. This ensures that the assignment of priority schools to providers is based on the schools’ needs and the services offered by the providers. Additional oversight for this process is provided by the Office of School Improvement, which reviews each school’s request and ensures alignment between the schools’ needs and the providers’ services.

A team from the PRDE Office of Federal Affairs will be responsible for reviewing district implementation plans to ensure the interventions are appropriate and compliant with federal expectations. The Office of Federal Affairs realizes that district level plans must demonstrate a systemic change in the school and will include: school improvement planning, leadership quality improvement, educator quality

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improvement, professional development, curriculum alignment and pacing, parent and community involvement, and monitoring plans and processes. Should a proposed plan that has been approved by a district not meet the Office of Federal Affairs review criteria, the district and school will be required to modify its plan. District staff will be required to participate in further development to ensure they develop the internal capacity to carry out this work effectively. Given the foregoing discussion, PRDE believes it has developed a system of tiered support to help schools identify specific strategies and carryout meaningful improvement efforts.

### ***The Role of Providers***

As has been indicated, an external provider will be assigned to each priority school to assist in developing and implementing the school improvement plan and ensuring said plan addresses the school's needs. Each priority school will have the opportunity to select its choice of provider after vetting by the district, region, and the Office of School Improvement.

External providers have a great deal of responsibility and mostly work with only one school during the intervention process. External providers are expected to:

- provide evidence of a proven track record—credible/valid results
- demonstrate expertise in evidence-based practices to build internal leadership capacity (scaffolded supports)
- provide research-based evidence of effectiveness in improving school performance (student and adult learning)
- demonstrate relevance to grade level and content areas and needs assessment data
- exhibit willingness to be held accountable for professional performance standards
- provide job-embedded professional development at leadership, teacher, and support staff levels to increase the capacity for improvement and sustainability tied to student achievement
- support community engagement programs
- demonstrate how they will collaborate with districts and schools
- demonstrate how they will collaborate with other partners and the community on a frequent basis
- demonstrate how they will build capacity at the local level when the intervention is completed

### ***Implementation***

Interventions defined in priority schools' CSP and school improvement plans will be implemented at the school level. PRDE recognizes that school-level plans will vary according to school needs and capacity. Each school has a provider assigned to consistently support the implementation of the interventions and the school improvement plan as a whole. This process leverages successful practices that have been implemented with Puerto Rico's SIG schools. The Office of School Improvement will assist, as needed, with implementation of the plan at the school level.

As indicated earlier in this section, PRDE will collect data on the implementation of interventions using the dashboard system. The SIG dashboard allows PRDE staff to monitor implementation progress on a monthly basis. This ongoing data collection is currently being funded with SIG dollars and was

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developed for use in Puerto Rico's SIG schools. The dashboard will allow for the tracking of progress on 13 indicators of PRDE, district, and school goals. Over time, this data driven business process will allow for the system-wide identification and dissemination of successful implementation practices and lessons learned.

The 13 indicators were developed by the PRDE and are consistent with the list of indicators that (USDE provides States that need to report on the effectiveness of SIG programs). PRDE's SIG program indicators were discussed with the Planning Unit, the Office of the Undersecretary of Academic Affairs, Human Resources, EdFacts personnel, Title I and OFA. The selected indicators correspond to the data collected in the needs assessment (Exhibit 14) as described below:

#### Student Achievement Data

- ✓ School Improvement Status / Numbers of years in improvement
- ✓ Percent of students at or above proficiency level (basic & pre basic) on PPAA (Puerto Rico's AYP Test) in Spanish
- ✓ Percent of students at or above proficiency level (basic & pre basic) on PPAA in Mathematics
- ✓ Percent of students at or above proficiency level (basic & pre basic) on PPAA in English
- ✓ Student participation rate on the PPAA in Spanish, English and Mathematics
- ✓ Assessment results for special education students who take the PPEA (Puerto Rico AYP Test for special education)

#### Process Data

- ✓ School year in minutes
- ✓ Number of Non-Highly Qualified Teachers (NHQT)
- ✓ Teacher attendance rate
- ✓ Attendance rate, period of vacancy or extended absence of Director during previous two years
- ✓ Percentage of staff evaluated

#### Demographic Data

- ✓ Dropout rate
- ✓ Student attendance rate
- ✓ Discipline incidences

- ✓ Percentage of Limited Spanish Proficient (LSP) students

#### Perception Data

- ✓ Staff perception of school
- ✓ Parent perception of school
- ✓ Student perception of school

If PRDE finds indicators that a priority school is not making progress based on review of the SIG dashboard reporting, regular oversight and monitoring, annual reporting of student performance, and teacher evaluation data, it will require changes to the school improvement plan and district intervention plan. Changes will involve either 1) enhancing the interventions already selected, 2) adopting new interventions, or 3) ending interventions that are not producing results. PRDE can initiate this request at any time during the three years a school is a priority school. It is guaranteed to occur after the end of the initial three year period the school does not meet the exit criteria.

In the event that schools do not achieve the expected performance outcomes in 3 years, PRDE will re-evaluate the school's capacity to implement the turnaround interventions. First, PRDE will review evidence of implementation of planned initiatives. If planned interventions have not been implemented, PRDE's Central level staff will work with regional, district and school leadership/teachers to determine why interventions were not implemented. Structural, procedural or operational barriers to implementation will be identified and future interventions for these schools will be adjusted to ensure the observed barriers are addressed in the future.

If planned interventions have been attempted, PRDE's Central level staff will work with regional, district and school leadership and teachers to determine why performance targets were not attained. PRDE will then reinitiate the turnaround process and support the school identifying and selecting more effective interventions that have the greatest probability of closing the identified achievement gaps. The selection of new interventions must be based on the analysis of need and prioritization of goals and with respect to the school's demonstrated capacity to implement interventions during the previous 3 years. As is done with other schools, schools re-entering a 3 year cycle can only select interventions that align with PRDE's larger framework for school turnaround and are consistent with PRDE's plan to implement its content standards and implement related instructional practices. PRDE will only approve interventions that are clearly aligned with identified needs and can be reasonably expected to increase student achievement, close achievement gaps and improve the school's performance.

To further support implementation of the newly selected interventions, PRDE will facilitate the reassignment of school personnel to ensure optimal support for planned interventions. PRDE will also increase the level of technical and administrative support provided to these schools by the Central, regional and district levels.

#### **Possible Interventions**

Interventions for PRDEs existing 50 SIG schools (cohort I and cohort II) will be implemented as originally

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planned because they have already undergone the review, oversight and validations processes discussed above. Details regarding the monitoring of these plans are presented in section 2G (page 123). The non-SIG priority schools will implement interventions and supports that are aligned with the transformation model of school turnaround. Again, PRDE affirms there is one type of priority school and signals its understanding of the need to manage the differences in timing for SIG schools that have already begun interventions.

The following discussion addresses possible interventions in non-SIG priority schools. These interventions are consistent with the turnaround principles as defined in the USDE document entitled *ESEA Flexibility*.

*USDE turnaround principle 1: "providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;"*

### **Developing Effective School Leadership**

Consistent with the Transformation Model requirements, the Office of School Improvement requires that a priority school review the performance of the school director and replaces the school director if such a change is necessary to ensure strong and effective leadership. Said reviews will take place before the beginning of each school year. All of the 29 cohort I SIG schools have replaced their school directors. The 24 cohort II school directors have been reviewed in 2013 and 13 were replaced. PRDE has conducted a review of the current school directors in the 24 cohort II schools. This review was done to ensure the cohort II schools could begin full implementation in 2013-2014 school year. In addition, PRDE has conducted a review of the 29 school directors who were newly assigned to cohort I schools. Based on the review of these principals, PRDE removed 12 of 28 principals from cohort I schools and a new Principal was hired for those schools for the 2013-2014 school year.

New directors in the cohort I schools participated in a Transformational Leadership Director's Academy during the 2012-2013 school year. This Academy prepares Puerto Rico's school directors to lead the transformational changes required to create successful learning communities and increase student achievement. Specifically, the Leadership Academy was developed as a highly interactive, engaging, hands-on, multi-layered approach to ensure that school directors are well-prepared to effectively lead the implementation of the Transformation Model in SIG schools, secure the necessary buy-in for change from stakeholders in their learning communities and leverage this federally-funded opportunity for sustainable student achievement. All the 26 directors who participated in the Leadership Academy assessed the experience as extremely valuable. Most of the directors not only said it was the best professional development they had received; they further noted that they had taken many ideas and practices presented during the training back to their school and implemented them immediately with positive results.

A list of actions related to the review of school directors appears below:

- Reviewed 28 cohort I SIG school directors after first year and 12 were not rehired – June 2013.
- Reviewed 24 cohort II SIG school directors before first year and 13 were removed – April 2013

- Communicated the expectation to review additional priority school directors – November 2013
- Scheduled the review of all priority school directors by May 2014
- Completed review of all priority school directors by June 2014

Puerto Rico's legal and regulatory framework needs to be revised in order to facilitate the development of a pipeline to recruit, train and retain school directors with turnaround competencies and highly-skilled teachers. Currently, the recruitment of directors for SIG schools is performed by Special Recruitment procedures. Circular Letter 9-2010-2011 *Procedimiento para el Reclutamiento y Selección del Personal Directivo, Técnico, de Supervisión y de Facilitación Docente* states that when the need for the service is urgent and special qualifications are required for the position or when there are no eligible candidates, special procedures may be used for recruitment and selection. The ICAAE developed a School Director Leadership Program to identify and train excellent teachers who demonstrate the potential to become successful school directors with turnaround competencies. The program would identify and recruit candidates, provide intensive training and pair them with successful directors for a year of mentoring. Both mentor and mentee would receive a monetary incentive to participate in the program. Formal training will focus on leadership skills, school change and transformation, team work, conflict resolution, college- and career-ready standards, scientifically-based instructional practices, and supervisory and coaching skills. PRDE is currently evaluating its policy and regulatory framework to identify changes that would be necessary to implement this program. PRDE will meet with all relevant stakeholder organizations, to secure broad support. This process will be completed by the spring of 2014 and a final decision regarding the School Director Leadership Program would be made by then. Additionally, Puerto Rico is also in the process of consulting stakeholders and evaluating the possibility of establishing an Administrative Career Ladder.

PRDE is also preparing a Circular Letter that will clearly define the requirements of the Transformation Model adopted by the PRDE. The Circular Letter will provide the opportunity to all priority schools directors to participate of the staff recruitment process for existing vacant positions in their schools and identify candidates with the necessary skills to meet students' needs in transformation schools. It is expected that the Circular Letter will be released in May 2013.

As is the case with other jurisdictions, Puerto Rico's leaders are appropriately taking the needed time to seek input from stakeholders to refine and perfect the new evaluation systems. The new director and new teacher evaluation tools being developed by the PRDE will provide educators with a richer and more detailed view of their performance critical to building and supporting human capital in the schools and will allow schools to differentiate the job-embedded professional development they can provide to staff.

In order to ensure that teachers in priority schools are able to improve instruction, schools will be able to employ a reliable system for the purpose of having the best resource in the classroom to ensure students' best academic achievement. Spanish language arts and mathematics teachers hired at the school will be highly qualified and effective instructors.

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### **Operational Flexibility**

Priority schools will be provided with flexibility in scheduling, staffing, curriculum, and budgeting. Therefore, not only is the school director given operational flexibility, the entire school is provided a wide degree of flexibility in order to affect systemic change.

The district and school will provide evidence that a review of district and school practices and procedures has been conducted in collaboration with the school staff and stakeholders. The Office of School Improvement will examine, verify, and provide technical assistance to districts and schools throughout this process. Supporting the modification of practices and procedures that need to be modified to implement the interventions fully and effectively will include:

- providing differentiated support and resources for new teachers and teachers needing to improve their professional practice and effectiveness
- providing opportunities for staff to collaborate on a regular basis
- conducting annual staff evaluations

In addition, priority schools may benefit from funding flexibilities; depending on the classification of a school, a variety of federal funds can support non-SIG school interventions, such as 21st Century Community Learning Center funds which will support extended time and enrichment activities, 1003(a), as well as some Title I and Title II funds.

*USDE turnaround principle 2: "ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;"*

### **Teacher Effectiveness**

PRDE's proposal for revising its teacher and director evaluation system is presented in great detail under Principle 3. All of the elements outlined under, which include reference to reviewing the quality of staff and making personnel decisions including preventing ineffective teachers from transferring, apply to this section.

PRDE believes that in order to provide its directors and teachers with fair and meaningful evaluations, educators must receive ongoing training and support for the implementation of PRDE's basic curriculum, as well as professional development for new or revised instructional programs and practices that are aligned with the school's instructional plan and selected strategies. Instructional support will be provided for staff members, such as observation of classroom practices, in-class coaching, mentoring, provision of structured common planning time, and consultation with external experts. These decisions will be made on a case-by-case basis based on ongoing observations and oversight of teaching and learning. This decision making process will take place at the Central level and involve close collaboration with the district level staff. This approach is consistent with PRDE's internal organization and appropriate given the fact that the Central office fulfills the roles of an SEA and LEA.

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In order to ensure that job-embedded professional development occurs and that the development is

tied to teacher and student needs, schools will create Individual Professional Development Plans for teachers of targeted subgroups. The professional development included in these plans will target the needs of specific subgroups and will be consistent with the professional development outlined in schools CSP and school improvement plans. Schools must also ensure that appropriate resources are provided to redesign the master schedule to allow for professional development opportunities that could take place during common planning time, data driven decision making sessions, and job-embedded professional development.

*USDE turnaround principle 3: "redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;"*

### **Extended Time and Community Involvement**

Schools CSP and improvement plans must include the extension of the instructional day and common teacher planning time and enrichment activities for students. In order to provide additional time for student learning, priority schools must extend the learning day. Extending the instructional day, week, and year will be used as a strategy to increase student achievement allowing schools to establish academic intervention programs at the moment students begin to struggle with subject content. All 29 cohort I SIG schools have extended learning time by at least 1 hour per day, and a large majority of these schools will also provide summer programs to their students in summer 2013. Given that PRDE has been able to implement this practice in SIG schools, it will be able to apply this approach to all priority schools.

In order to sustain a school that supports positive student performance outcomes, a school must first create an atmosphere that is safe and conducive to teaching and learning. Surveys will be conducted to help staff identify student, family, and community needs and priorities. Schools will communicate with parents and the community about school improvement status and plans, and resources available such as health, nutrition, or social service providers utilizing newsletters, parent outreach coordinators, and direct mail. All of these efforts will be aligned and integrated with lessons learned from the school culture projects discussed earlier under this Principle.

As part of the development of its CSP and the school improvement planning process, schools are required to recruit representatives from the community to establish a Community Assessment Team (CAT). This CAT is comprised of a schools' planning team (the leadership team) and the school council (parents and community members). Together, the CAT, district leaders, and the schools' provider review school performance data, determine the cause for low performance for their priority school, and advise the school on its plan. This structure empowers school stakeholders to take ownership of the schools' intervention plan and the activities that are carried out in their school. Historically, PRDE has enjoyed great success with this approach and has a track-record of including community/parent input in the development of CSPs.

The Office of School Improvement is available to provide technical assistance to CAT. As is practical and feasible, in instances where multiple schools in a feeder pattern be in priority status, the same Community Assessment Team will be used for all the priority schools in that feeder pattern. This will ensure vertical alignment of interventions. By focusing attention on critical areas and channeling resources towards a core set of practices, PRDE expects to generate increased internal capacity in the schools to fully implement planned interventions.

*USDE turnaround principle 4: "strengthening the school's instructional program based on*

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*student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;”*

### **Comprehensive Instructional Improvement Initiatives**

Interventions aimed at achieving systemic change, especially in priority schools, are necessary to improve instruction. Priority schools are required to develop and implement comprehensive research-based strategies that are aligned with the unique needs of their teachers and students. In all PRDE schools, improvement strategies must be designed to address a specific need or needs identified through the needs assessment. PRDE’s central and district level has created oversight mechanisms that ensure approved improvement strategies (i.e., the technical assistance, consultation, review and monitoring provided by Central and district level staff and the Office of School Improvement discussed earlier) represent a meaningful change will improve student achievement from prior years. In all schools, PRDE is focusing educator attention on those interventions that represent a significant reform and go beyond the basic educational program that has been utilized by the school in prior years.

In order to implement these strategies, the school must utilize instructional materials and practices that are aligned to state standards and review data to determine the effectiveness of all instructional programs and class offerings. PRDE staff from the Office of the Undersecretary of Academic Affairs is providing ongoing support and resources related to the development, dissemination and use of standards-based curriculum materials. School improvement processes established at the district levels and oversight practices provided by the Office of the Undersecretary of Academic Affairs and Federal Affairs ensure that schools demonstrate how they are aligning its initiatives and resources based upon their specific needs.

Schools are expected to disaggregate achievement results and identify the student groups that are not making adequate progress. If LSP, students with disabilities, and/or students with low graduation rates are identified as not making adequate progress, our expectation is that the improvement strategies include specific interventions for these groups of students.. The interventions should be research-based and specific to their schools’ greatest performance challenges and the root causes of those challenges. In all instances, and consistent with the review and oversight principles being applied at the Central and district levels, schools will ensure that their instructional program is research-based, rigorous and aligned with the standards. Throughout the implementation of the turnaround efforts, PRDE will periodically assemble task force of consultants (to include representatives of identified subgroups ) that will analyze local school needs and provide targeted feedback to schools, of appropriate interventions and supports. They will also provide recommendations for targeted professional development for teachers and school directors.

To address the needs of LSPs, students with disabilities and any other group identified as not making adequate progress, schools may attempt to strength its instructional program by

- Using formative assessment designs and data analysis to improve and differentiate instruction.
- Redesigning the school day, week or year to include additional time for student learning and teacher collaboration
- Building capacity for school leaders focused on instructional leadership by focusing on the collection and use of performance data to provide feedback mechanisms for continually

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improving instruction

- Implementing a teacher evaluation process to ensure that teachers are effective and able to improve instruction
- Preventing ineffective teachers from transferring to Priority Schools
- Providing job embedded ongoing professional development that is informed by the teacher evaluation tied to teacher and student needs
- Addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs
- Providing professional development for all staff on the effective support of students with disabilities and LSPs and their families
- Providing opportunities for parent and community involvement in the decision making process regarding curriculum, assessment, reporting, and school environment

District level support will collaborate with and closely monitor all schools' implementation of turnaround efforts to ensure schools are teaching to challenging standards; that instruction is sufficiently rigorous; and that educators have access to aligned curriculum, instructional supports as well as the professional development necessary to address the particular needs of students in identified sub groups. As has been indicated, interventions will be regularly monitored by PRDE staff to ensure that all schools are implementing interventions effectively and making progress towards increasing student achievement including LSP, students with disabilities and other student groups with low graduation rates.

*USDE turnaround principle 5: "using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;"*

### **Data Driven Decision Making**

Data driven decision making must drive instruction in schools. PRDE recognizes that data collection and data-driven decision making is challenging for PRDE schools. Our efforts to develop new dashboards evidence our commitment to making it possible for all actors within the PRDE system to use data to make effective educational decisions. Within the past two years, staff in SIG schools have demonstrated increased capacity to understand the need for the collection and use of reliable data. Recognizing this success, PRDE continues supporting faculty and staff in the use of data and are ensuring that student data becomes the center of instruction.

PRDE will provide supports to schools implementing these turnaround principles that is similar to what is being provided in SIG schools. This support will ensure that all priority schools have real-time access to student achievement data to inform decision making about the implementation of CSP and school improvement plans.

Data analysis professional development activities will be conducted with staff from districts and schools following baseline, mid-year, and mini assessments. As is the practice with SIG schools, priority schools

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will use data from interim and summative assessments. PRDE Central and district level staff will provide supports so that priority school staff can make informed decisions regarding the frequency of such assessments, how the data will be analyzed, and how changes in instruction will be monitored.

Priority schools' data driven instructional improvement plans will also include explanations of how schools will ensure instruction is differentiated to meet the individual needs of students and how such differentiation will be monitored.

Finally, all priority schools will implement the following interventions: 1) all schools will have a data wall, 2) school directors will do walkthroughs and teacher observations to monitor progress, 3) surveys will be distributed to teachers, students, and parents at the beginning of the school year and at the end of the school year, 4)

PRDE's Monitoring Unit will continue to conduct monitoring visits at the school level and report on the progress made within the schools, including the use of data and teacher planning.

*USDE turnaround principles 6 and 7: "establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and providing ongoing mechanisms for family and community engagement."*

As has been described previously in Principle 2, PRDE schools have begun to implement a number of innovative activities aimed at creating a positive school environment and connecting our schools to the communities in which they are located. These activities are designed to provide enriching experiences to our students, engage families in the education of their children, and link schools and communities to create a system of supports for neighborhood children. Some of these activities include: the development of school newspapers that provide students with an opportunity to engage in and describe what is happening in their communities; and programs for parents including preparation for high school diplomas, computer training, and volunteer opportunities.

These general school climate interventions will be complimented by efforts to implement 1) school culture recommendations, 2) recommendations from parents and other members of the school community, 3) special programs that are identified/designed as a result of the schools' needs assessment and 4) recommendations from external providers assigned to the school. In all cases, school interventions will be aligned with all the turnaround principles as integrated in the PCE and reflected by the range of additional interventions described below.

<b>Turnaround Principles</b>	<b>PRDE's Comprehensive Plan</b>	<b>Sample/Related Interventions</b>	<b>Party or Parties Responsible</b>
Strong Leadership	Goal 3 – Highly Qualified Human Resources  Recruit and retain faculty and staff highly competent and qualified, and provide training and ongoing	The ICAAE has developed a School Director Leadership Program to identify and train excellent teachers who demonstrate the potential to become successful school directors with turnaround competencies. The program would identify and recruit candidates, provide intensive training and pair them with	ICAAE

	<p>professional development focused on coaching and mentoring strategies toward improving the quality of teaching and learning processes and administrative processes through various forms of training (including the use of technology).</p>	<p>successful directors for a year of mentoring.</p> <p>Puerto Rico’s comprehensive school director evaluation system will capture the work of the school director performing those instructional leadership actions that directly impact student performance (i.e., mentoring, coaching, and working directly with teachers and students). Measures of student achievement and growth will be an integral part of this evaluation system.</p> <p>When the school director’s summative evaluation results indicate a performance at the lower levels, the school director will be placed on an Individual Professional Growth Plan. This plan will be developed by the evaluation committee and will be in effect for a period of two years. If necessary, the PRDE will begin the process to take administrative personnel actions.</p>	<p>District Superintendents</p> <p>Undersecretary of Academic Affairs</p> <p>Secretary of Education</p>
<p>Effective Teachers</p>	<p>Goal 3 – Highly Qualified Human Resources</p> <p>Recruit and retain faculty and staff highly competent and qualified, and provide training and ongoing professional development focused on coaching and mentoring strategies toward improving the quality of teaching and learning processes and administrative processes through various forms of training (including the use of technology).</p>	<p>Beginning in the 2015-2016 school year, all teachers will be evaluated annually. The new teacher evaluation tools being developed by the PRDE will provide educators with a richer and more detailed view of their performance critical to building and supporting them and will allow schools to differentiate the job-embedded professional development teachers really need. Measures of student achievement and growth will be an integral part of this evaluation system.</p> <p>When the teacher’s summative evaluation results indicate a performance at the lower levels, the teacher will be placed on an Individual Professional Growth Plan. This plan will be developed by the evaluation committee and will be in</p>	<p>School</p> <p>District Superintendents</p> <p>Undersecretary of Academic Affairs</p> <p>Secretary of Education</p>

		effect for a period of two years.	
		Teachers will receive ongoing PD in curriculum implementation, research-based instructional practices and strategies, use of data to inform instruction linked to teacher and student's needs.	InDePM, Academic Programs Directors
		Teachers with 0-3 years of experience will benefit from ongoing on-site professional development (coaching) and Mentoring Programs.	School District Academic Facilitators
		After two years, the teacher that is rated at the lower levels ("partially meets expectation" or "does not meet expectations") will be subject to personal actions as correspond, including disciplinary measures directed to intervene with the deficiencies identified on the evaluation and guarantee the academic achievement of students.	Secretary of Education
Redesigned schedules to include additional time for student learning and teacher collaboration	Goal 1 – Development of Students' Knowledge, Skills and Attitudes.	All schools have the option to increase instructional time by implementing extended hours programs and tutoring (e.g., assigning part of their budget to such activities, applying for additional funding, partnering with community-based organizations). School Directors may rearrange teachers' schedules to increase student contact hours without hiring additional staff.	School Directors Office of Federal Affairs External providers
	Increase retention rates and academic achievement and develop students' knowledge, skills and attitudes	Circular Letter 10-2012-2013 creates new opportunities for teacher collaboration assigning the second Friday of each month for teachers' team meetings. This regulation also increases planning and professional development time for teachers.	Office of the Undersecretary of Academic Affairs School Directors
Rigorous and aligned instructional program	Goal 1 – Development of Students' Knowledge, Skills and Attitudes.	The implementation of PRDE's policies, procedures and strategies, on-going professional training and on-site school support will be the primary tools for effective teaching aligned to PRDE's rigorous standards.	Office of the Undersecretary of Academic Affairs Academic Programs Directors
	Increase retention rates and academic		

	achievement and develop students' knowledge, skills and attitudes		School Districts
		The Standards & Assessment Unit in coordination with the Academic Programs Directors will lead an effort to improve teacher training with an eye for promoting teachers' understanding of the curricular materials (standards, expectations, scope and sequence, curricular maps, Curricular Renovation Guidance and curricular frameworks) and their use in the classroom.	Standards & Assessment Unit Office of the Undersecretary of Academic Affairs Academic Programs Directors School District Academic Facilitators
Use of data for continuous improvement	Goal 5 – Strengthening Institutional Administrative and Fiscal Procedures  Identify and establish a clear and precise agenda for addressing pressing problems; identify short-term measures that would lead to an effective and agile articulation of administrative and fiscal systems that impact academic goals.	Similar to SIG schools, priority schools will have real-time access to student achievement data (baseline and mid-year benchmark assessments, and teacher created mini assessments). Data analysis activities will be conducted with the participation of districts, school administration, and teachers following baseline, mid-year, and mini assessments.	School Superintendent  School Director
		Priority schools PCE will describe the interim and summative assessments that will be used, the frequency of such assessments, how the data will be analyzed, and how changes in instruction will be monitored. The plan will also include how instruction will be differentiated to meet the individual needs of students and how such differentiation will be monitored.	School District Academic Facilitators
		PRDE will support teachers' use of data to differentiate instruction and attend individual student's needs including the use of individual growth information in decision making.	School District Statisticians  School Directors
		Parents will receive an individual student performance report and school will be responsible for their distribution and discussion.	School Directors
		Teachers will receive student	Standards &

		individual data to attend to individual student's needs.	Assessment Unit
Safe learning environment	Goal 2 – Learning Conditions	Implement the School Local Welfare Policy in every school and demonstrate compliance with the provisions of federal and state laws to improve the quality of available food served in public schools and other private educational institutions.	School Directors
	Provide teachers with additional technological tools that offer greater flexibility and variety, maximizing the use of technology and expanding educational resources; improve the physical infrastructure of schools, and provide safety and support to the school community.	Collaborate with municipalities, community organizations, the private sector, and/or state or municipal police to ensure a safe environment in all schools, at all times free of drugs, weapons, alcohol and violence.	School District
Family and community engagement	Goal 4 – Efficient Integration of All Components of the School Community	Implement activities aimed at creating a positive school environment and connecting our schools to the communities in which they are located. These activities will provide enriching experiences to our students, engage families in the education of their children, and link schools and communities to create a system of supports for neighborhood children. Activities may include: the development of school newspapers that provide students with an opportunity to engage in and describe what is happening in their communities; and programs for parents including GED courses, computer training, and volunteer opportunities.	Undersecretary of Academic Affairs School Districts School Directors Teachers Resource Center for Parents and Guardians (CREMPE in Spanish)
	Promote and strengthen the participation of students, mothers, fathers or guardians, teachers, school administrators, government agencies, nonprofit organizations and the private sector in the educational processes of the Department of Education towards generating general consensus.	Provide opportunities for family support and learning through the Resource Center for Parents and Guardians (CREMPE in Spanish)	CREMPE Coordinators

***Schools that Fail to Improve after Full Implementation of Interventions***

Priority schools that fail to improve academic achievement after full implementation of interventions will be considered for additional measures to safeguard students' right to quality public education. *Reglamento No 6743 del Personal Docente del DEPR*, as amended by *Reglamento 7292* and *Reglamento 8037*, establishes the procedures for relocating PRDE personnel. *Reglamento No. 7565 de Medidas*

*Correctivas y Acciones Disciplinarias* regulates disciplinary actions that PRDE can take against personnel that are not fulfilling their duties guaranteeing due process. Ultimately, Law No. 149 *Ley Orgánica del Departamento de Educación de Puerto Rico del 15 de Julio de 1999 as amended*, assigns responsibility for the closing of schools to the Secretary of Education.

In the event that schools do not achieve the expected performance outcomes in 3 years, PRDE will re-evaluate the school's capacity to implement the turnaround interventions. First, PRDE will review evidence of full implementation of planned initiatives. If planned interventions have not been fully implemented, PRDE's Central level staff will work with regional, district and school leadership/teachers to determine why interventions were not fully implemented. Structural, procedural or operational barriers to implementation will be identified and future interventions for these schools will be adjusted to ensure the observed barriers are addressed in the future.

If planned interventions have been attempted, PRDE's Central level staff will work with regional, district and school leadership and teachers to determine why performance targets were not attained. PRDE will then reinitiate the turnaround process and support the school identifying and selecting more effective interventions that have the greatest probability of closing the identified achievement gaps. The selection of new interventions must be based on the analysis of need and prioritization of goals and with respect to the school's demonstrated capacity to implement interventions during the previous 3 years. As is done with other schools, schools re-entering a 3 year cycle can only select interventions that align with PRDE's larger framework for school turnaround and are consistent with PRDE's plan to implement its content standards and implement related instructional practices. PRDE will only approve interventions that are clearly aligned with identified needs and can be reasonably expected to increase student achievement, close achievement gaps and improve the school's performance.

To further support implementation of the newly selected interventions, PRDE will facilitate the reassignment of school personnel to ensure optimal support for planned interventions. PRDE will also increase the level of technical and administrative support provided to these schools by the Central, regional and district levels.

- 2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

### **Ensuring Implementation**

As stated before, PRDE functions as a single LEA with a service structure that organizes the island into seven regions comprising 28 smaller districts (academic arms of the PRDE). The Office of School Improvement has begun implementation of interventions for SIG priority schools with all reasonable haste. PRDE believes the students in these schools cannot and should not be expected to wait another year before their schools begin to improve.

Non-SIG priority schools will begin full implementation of interventions designed to improve student achievement in the 2014-2015 school year. All preparatory work, including removing school

directors, hiring and training new directors, vetting and selecting providers, performing needs assessment and preparing intervention plans took place during the 2012-2013 school year. The timelines described below are either based on current SIG timelines or the most aggressive timeline that PRDE thinks is feasible. Though the following discussion differentiates between SIG and non-SIG schools, there is but one type of priority school as previously described

**SIG Priority Schools**

As has been indicated, 28 cohort I SIG schools have already begun implementation of the transformational model during the 2011-2012 school year and are required to implement the interventions for the remaining two years. Additionally, 24 cohort II SIG schools will begin implementation during the 2013-2014 school year, and are required to implement the model for three years. Pre-implementation activities for cohort II schools—were completed—during the 2012-2013 school year. The 2013-2014 School Year will be a planning year and interventions with NON-SIG priority schools will begin in the 2014-2015 School Year. Current cohort II SIG schools now entering their 1<sup>st</sup> year will continue to receive support through 2015-2016.

**The 20 Non-SIG Priority Schools Timeline**

Activity	Date
Students’ PPAA test results released	June 2013
Schools are placed in the appropriate category	July 2013
List of schools is released	When ESEA Flexibility package is approved
Orientation to districts and schools about the new interventions and plan requirements for removal of directors	Two months after list of priority schools is released
Intervention plan submission	Three months to prepare plan after list of priority schools is released
Intervention plan approval	One month to grant approval after submission of intervention plan
Intervention plan implementation	One month after approval of intervention plan
Monitoring and support	Ongoing during these three years
Continued monitoring and support	Two years after exit from priority status

A description of monitoring activities for priority schools can be found in section 2G on pages 123-132.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

### **Exit Criteria for Priority Status**

Compliance and operational monitoring occurs frequently and on an ongoing basis and has been described throughout PRDE's response to Principle 2. However, PRDE believes that significant milestones are most easily observed on an annual basis due to the structure of schooling and the systems of assessments involved. The following indicators of progress, which are consistent with the 13 indicators included on the SIG dashboard detailed above, will be monitored annually for all priority schools and used to make midcourse corrections to the school improvement plan:

- number of AMO targets met and identification of which targets are met compared with previous years
- changes in proficiency rates across the school by subject
- changes in the percent of students making or exceeding their growth target
- gaps in the percent of students meeting or exceeding their growth targets by subgroup
- trends of student performance as broken down by teacher (as detailed in principle 3)
- trends in teacher evaluation results and supports implemented for teachers whose evaluation is below standard

These annual monitoring indicators will help inform the school, district, and SEA of the progress of the school and provide objective measures for use in modifying the school improvement plan if necessary. Specific actions that will be taken in the event that schools do not make progress after three years have been presented above.

Schools will remain in priority status for a minimum of three years. At the end of those three years, a school may exit priority status if, in the current academic year, it has met the AMOs for all subgroups in the school and if a high school has achieved the higher of an absolute graduation rate above 60% or an improvement in the graduation that is one half of the difference between the starting/baseline graduation rate and 100%. These exit criteria were chosen based on the following:

- They provide enough time for interventions to take hold and become part of the school culture.
- They indicate that the school is performing at a level on par with rigorous expectations.
- They meet any other applicable federal guidelines for other grant programs.

## 2.E . FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

### Selecting Focus Schools

In keeping with the guidelines for the flexibility request as addressed in the USDE documents entitled *ESEA Flexibility* and *ESEA Flexibility Frequently Asked Questions*, Puerto Rico plans to use identify a minimum of 10% of schools as a Focus School. The proposed identification of schools applies to all schools, regardless of Title I status. Given that only 18 schools within the Puerto Rico system are non-Title I schools, this decision will have minimal impact on schools identified. Puerto Rico served 1,457 Title I Schools in 2010-11; thus, the number of Focus schools identified will be a minimum of 146 or 10% of the schools.

PRDE will identify Focus schools as:

1. High schools with three-year adjusted cohort graduation rates equal to or greater than 50% and less than 60% (i.e., schools with graduation rates between 50-59%), **OR**
2. The 10% of schools with the largest overall achievement gap between the 25th and 75th quartiles and lacking progress in proficiency for the 25th quartile group when comparing previous year to the current year.

Once a school is identified as a focus school, it will remain in this status for at least three years. The three year time period is intended to ensure that the interventions focus schools implement will have time to become part of the school culture and result in sustained improvements in teaching and learning. The criteria required to exit focus status are contained in section 2Eiv below. If a focus school fails to make progress after a period of three years, PRDE will apply the process used with priority schools that fail to make progress (detailed above).

The number of focus schools will not exceed the 10% of all schools. As such, once a school is identified as a focus school, additional schools will not be identified in this category until at least one school exits focus status. This approach is similar to what PRDE proposes for its priority schools and is based on a realistic assessment of the overall system’s capacity to provide meaningful and effective supports to schools with teaching and learning needs. As schools exit focus status, schools with the largest in-school gaps for the previous two years will be identified based on the rank order of the within-school gaps of non-priority schools.

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2.E.ii Provide the SEA’s list of focus schools in Table 2.

Table 2 is included as Attachment 9 located on page 118.

- 2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA's focus schools and their students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.
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### **Process for Identifying Focus Schools Needs**

Beginning with the identification of a school as a focus school the following will occur:

- The school will, under the guidance of the Office of the Undersecretary of Academic Affairs, complete the FLICC needs assessment as detailed above
- Staff within the Office of the Undersecretary of Academic Affairs will collaborate with the school in selecting meaningful interventions that address the issues identified by the needs assessment that focus primarily on those needs associated with the performance of those groups of students who are not meeting the level of proficiency associated with higher performing groups.
- The school's action plan for continuous improvement will be modified to include the most appropriate interventions.
- The school will begin the interventions and benefit from support from the Office of the Undersecretary of Academic Affairs.

The Office of the Undersecretary of Academic Affairs will ensure that focus schools conduct a diagnostic needs assessment. The final CSP and action plan that each focus school develops will be reviewed and approved by the Office of the Undersecretary of Academic Affairs and the external evaluator. Focus schools' action plans will include analysis of achievement data, evidence of alignment between identified teaching and learning needs and propose interventions, and details on implementation of proposed interventions. Focus schools' action plans must also demonstrate the capacity to result in change in the school and will be expected to include: planning for the improvement of the school, leadership quality improvement, educator quality improvement, professional development, curriculum alignment and pacing, parent and community involvement, and monitoring plans and processes.

PRDE will leverage the expertise of the external evaluator to ensure that focus schools' selection of interventions are supported by relevant and appropriate data that align with expected outcomes. The external evaluator enable PRDE to determine that implementation of these plans to ensure that the plans are appropriate, being implemented with fidelity, and having the intended impact on student performance.

### ***Using the Needs Assessment***

All focus schools will undergo a comprehensive needs assessment using a model that was developed by the Florida and Islands Comprehensive Center (FLICC).

The FLICC assessment collects perception data based on classroom observations and surveys of school directors, school administrators, teachers, and students (see attachment 15). After schools complete

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the needs assessment, they will summarize the findings and determine the root causes that require intervention. Next, schools will establish goals. School profiles will consist of leading indicators and other significant data identified by the SEA from those listed in the following chart (see Exhibit 15).

Focus schools will use historical information and outputs from the comprehensive needs assessment to modify their Comprehensive School Plan (CSP) and develop an action plan. The design and elements included within the CSP are detailed under PRDE's response to Principle 1. The revisions to the CSP related to the development of the school's action plan include: 1) enhancing each school's action plans to reflect attention to the need to evidence continuous improvement 2) the inclusion of significant interventions that modify past approaches to teaching and learning and 3) detailing the support the school will need from PRDE's academic program directors in the Office of the Undersecretary of Academic Affairs. Taken together, these revisions provide a multi-pronged approach to addressing the factors that contributed to observed achievement gaps.

#### **Exhibit 15. FLICC Needs Assessment Indicators**

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Perception Data	<ul style="list-style-type: none"><li>• Alignment of instruction, planning, and materials with Puerto Rico's standards and expectations</li><li>• Effective teaching strategies</li><li>• Formative and summative assessments</li><li>• The use of achievement data</li><li>• School climate</li><li>• Parent involvement</li><li>• Student engagement</li><li>• School leadership</li><li>• The needs of special populations (LSP students and students with disabilities)</li><li>• Teacher evaluations, feedback loops, and professional development</li><li>• Use of financial and other resources (materials, technology, libraries, etc.)</li></ul>
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The various staff within the Office of the Undersecretary of Academic Affairs will support implementation of action plans by focus schools. Staff from the Office of the Undersecretary of Academic Affairs, will provide ongoing technical assistance related to teaching and learning and ensure that implementation data are reported through the PRDE dashboard system. By providing this support to focus schools, PRDE's Central level can monitor progress among focus schools on a monthly basis and engage supports throughout the school year as deemed necessary based on available performance data. Where implementation successes are identified, use of the PRDE dashboard will facilitate identification and dissemination of successful implementation practices and lessons learned.

#### **Interventions**

Focus schools will begin implementation of interventions designed to improve student achievement during the first semester of the 2013-2014 school year. To this end, preparatory work has taken place

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during the 2012-2013 academic year.

PRDE intends for its focus schools to begin implementation of interventions designed to improve student achievement during the first semester of the 2013-2014 school year. The timeline for implementation is contingent on approval of this Flexibility Waiver application. PRDE desires to have its focus schools plan and implement the desired interventions as soon as possible after receiving approval by the Department of Education. To this end, preparatory work has taken place during the 2012-2013 academic year. This preparatory work included identifying focus schools, analyzing achievement data to determine trends in students' learning needs, developing a list of interventions that would be appropriate given the demonstrated teaching and learning needs in these schools, and reviewing existing curricular and instructional materials to determine how these existing resources could be used differently in identified schools.

Once PRDE's Flexibility Waiver is approved, PRDE will work with US Department of Education staff to modify timelines as needed to ensure compliance with ESEA Flexibility requirements. In addition, PRDE will engage in the following preparatory work in the first two months: First month following approval: conduct a meeting with focus schools to review requirements, provide an orientation regarding the FLICC needs assessment; and provide recommendations for use of curricular materials based on schools' specific needs; Second month following approval: conduct FLICC needs assessment and review results; meet with focus schools to review their findings and plans, provide feedback and approve; assign appropriate district level resources to schools, set implementation targets and schedule onsite visits.

A PRDE cannot provide a comprehensive list of possible interventions from which all schools can select as such a list is both impossible and impractical. Indeed, the literature on effective practices and school reform provide too many possible interventions for such a list. PRDE's goal is to have focus schools select interventions that directly correlate to observed student and school needs.

Nevertheless, PRDE will require focus schools to select research-based interventions and use interventions that meet the evidence and impact criteria from the What Works Clearinghouse. By establishing such a rigorous standard for interventions, PRDE is signaling the importance of interventions that address the issues underlying poor student achievement and growth gaps in focus schools. It should be noted that all of the best practices recommended in support of the implementation of turnaround principles can be used to support improvement efforts in focus schools.

PRDE will leverage all available instructional, curricular and human resources to provide support and oversight that helps focus schools to fully implement interventions. PRDE recognizes that the interventions in focus schools should address the specific needs of the students in their lower performing groups and those that are most likely to succeed given the local context of the school. Ultimately, by applying the right interventions to meet the identified needs of the school, we will better empower the school in assisting students in becoming college and career ready. The Office of the Undersecretary of Academic Affairs will provide significant attention to the needs of focus schools, making decisions and recommendations that are appropriate for PRDE's differentiated accountability system and consistent with practices that have been proven effective in other schools.

The Office of the Undersecretary of Academic Affairs will ensure that, focus school substantiate how the selected interventions meet the following criteria:

1. There is a research base supporting their usage.

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2. The intervention has a differential impact such that it is likely to improve the performance of the lower performing subgroups in the school.
  3. The intervention is tied to the process data from the needs assessment that is most likely to be linked to the performance of the lower performing subgroups in the schools.
  4. There are designated monthly milestones allowing an academic facilitator (with oversight by the external evaluator) to monitor that interventions are occurring and working. These will include a variety of student performance indicators to substantiate the students in the lower performing subgroups in the school are progressing at a rate that should lead to decreased student performance gaps at the time of state testing.

For example, a school facing challenges improving the academic achievement of students with disabilities would need to select a research-based intervention that addresses the needs of students with disabilities. A possible intervention would be to provide professional development to general education teachers on the inclusion of special needs students in the general education classroom and professional development to special education teachers on academic content and standards. Such an intervention would be required to have a monitoring plan. Interim assessments would be used to monitor the performance of special needs students. Data would be reviewed at least monthly to ensure these students are progressing. Progress monitoring would be required for this intervention to demonstrate that teachers are using the skills from the professional development to better meet the learning needs of special needs students in their classroom.

Although no list of interventions can be comprehensive due to the context factors specific to a given school and the performance of all students in the school, the following list is indicative of the types of interventions expected to address the learning needs of the group of students identified through the gap analysis:

- Recruiting and training high performing staff that have demonstrated the ability to improve the performance of those students most in need, often LSP students and SWDs.
- Changing the instructional model to a research based model that has demonstrated particular success with the group of students most in need in the school, possibly LSP or SWD.
- Modification of the school day to better address the needs of the students.
- Participation in job embedded professional development with specific objectives and measures tied to student achievement.
- Training for the school director and staff on data use.
- Addressing specific subgroup needs, such as increased instructional supports for LSP or SWD students.
- Increasing the amount of academic learning time in the school day or year.
- Providing systems to support the social and emotional wellbeing of students.

To further support these schools, the Office of the Undersecretary of Academic Affairs will reach out to community leaders, including those from local foundations, businesses, universities, and other sectors

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of the community at-large, to encourage them to work with focus schools. This is the direct result of feedback received from community leaders during the August community leaders' forum where participants expressed the desire to work with local schools to support their development.

It should be noted that these same expectations for selecting interventions also apply to priority schools. The expectations for focus schools are detailed here to provide visibility into how PRDE will ensure focus schools, which do not work with external providers, will receive sufficient support to ensure their intervention plans address relevant issues.

### **Monitoring to Ensure Implementation**

Ongoing monitoring of the interventions will be a part of the action plan for continuous improvement. Ongoing monitoring must be included in order for a focus school's action plan to be approved. The Office of the Undersecretary of Academic Affairs and the external evaluator will review focus schools' implementation efforts and identify areas where the planned interventions do not appear to meet student learning needs. In those cases, information will be fed back to the school for modification of either the plan or the implementation strategy to ensure success for the students and the school.

Focus schools will be responsible for providing evidence of the implementation of their action plan s every three months. This evidence will inform desktop monitoring to be conducted by the Office of the Undersecretary of Academic Affairs. In addition, the external evaluator will monitor the schools directly via site visits at least once a year.

Under ESEA flexibility, the PRDE will shift from having 1,321 schools in various stages of improvement, to 146 schools in focus status. Reducing the total number of schools that require direct and significant intervention will make is possible for the Office of the Undersecretary of Academic Affairs, with assistance from the external evaluator, to work with schools in meaningful ways, monitor implementation of interventions, develop protocols, interpret results of monitoring, and engage in other key oversight activities.

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- 2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

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### **Exit Criteria for Focus School Status**

PRDE will use the same success criteria for focus schools being used with priority schools. PRDE selected this approach to ensures uniformity in the application of its differentiated accountability system, streamline the process of performance monitoring, and make optimal use of existing human resources and procedures. However, focus schools must demonstrate that they have improved academic achievement in those areas that resulted in their identification as a focus school and based on results of needs assessments. In addition, the selected outcome criteria are expected to be valid indicators of students' college and career readiness (see full discussion of University of Puerto Rico's assessment for PRDE's standards presented under Principle 1 for more information).

As has been indicated above, while PRDE believes that compliance and operational monitoring can be done on an ongoing basis, significant milestones should be assessed on an annual basis. The following indicators will be monitored for all focus schools and used to make midcourse corrections to

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the action plans for continuous improvement:

- changes in proficiency rates across the school by subject
- changes in the percent of students making or exceeding their growth target
- gaps in the percent of students meeting or exceeding their growth targets by subgroup
- trends of student performance as broken down by teacher (as detailed in principle 3)
- trends in teacher evaluation results and supports implemented for teachers whose evaluation is below standard
- Other dashboard data that provide leading indicators such as learning gains, number of minutes in school year dedicated to instruction, minutes of extended learning time a year, student attendance rate, discipline incidents and truancy

These annual monitoring indicators will help inform the school, district, and SEA of the progress of the school and provide objective measures for use in modifying the action plan if necessary.

After three academic years, , a focus school identified on the basis of graduation rate may exit focus status if 1) ) it achieves the higher of an absolute graduation rate above 60% or an improvement in the graduation that is one half of the difference between baseline graduation rate and 100% AND 2) meets its proficiency AMOs (including participation rates). Schools identified on the basis of gap scores, must close achievement gaps to the extent that it no longer resides in the bottom 10% and close gaps by at least 50% from their former levels.

These exit criteria were chosen based on the following:

- They provide enough time for interventions to take hold and become part of the school culture.
- They indicate that the school is performing at a level on par with rigorous expectations.
- They meet any other applicable federal guidelines for other grant programs.

Schools that do not exit at the end of their three year cycle will continue as focus schools and need to implement further interventions with the oversight of the external evaluator. This process will ensure that the school is supported until it has achieved the appropriate level of success in assisting students to become college and career ready.

### ***Schools that Fail to Improve after 3 Years of Full Implementation of Interventions***

Schools that fail to improve academic achievement after full implementation of interventions will be considered for additional measures to safeguard students' right to quality public education. The first step in this process will be to examine the degree to which the planned interventions were implemented. This process will mirror the process described for priority schools that fail to make progress. Again, similar to the process outlined for priority schools, PRDE's Central level staff will

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work with the schools to develop a new/revised improvement/action plan. The new plan will be based on current understanding of patterns of student achievement as well as the lessons learned from the initial implementation.

In addition, PRDE may consider the benefits of reassigning staff at these schools. *Reglamento No 6743 del Personal Docente del DEPR*, as amended by *Reglamento 7292* and *Reglamento 8037*, establishes the procedures for relocating PRDE personnel. *Reglamento No. 7565 de Medidas Correctivas y Acciones Disciplinarias* regulates disciplinary actions that PRDE can take against personnel that are not fulfilling their duties guaranteeing due process. Ultimately, *Law No. 149 Ley Orgánica del Departamento de Educación de Puerto Rico del 15 de Julio de 1999* as amended, assigns responsibility for the closing of schools to the Secretary of Education.

## **2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS**

- 2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

### **Encouragement and Support Systems**

The Office of the Undersecretary of Academic Affairs has chosen to include all schools in its accountability system regardless of Title I status. PRDE feel that it is part of our responsibility to ensure that all schools on the island are effective at assisting students in becoming college and career ready. As such, the supports in this section apply to all schools, including the 18 non-Title I schools.

PRDE has created several layers of encouragement for the remaining non-categorized Title I schools that are not priority, focus or rewards schools and are working to make progress to strengthen their functioning and assist students in improving their performance. The first layer is supporting professionalism. PRDE recognizes that all school staff are generally committed to the education of children and the improvement of their practice and relish the opportunity to improve the effectiveness of their instruction and contribute to increased student outcomes. PRDE's proposed differentiated accountability system attempts to recognize educators for the effort they make each day for their students and marks a shift away from the historically putative approach that had been used. A second layer of encouragement is the opportunity to be named a reward school. The reward school recognition is an opportunity that is open to all schools either in the area of performance or growth. PRDE made the decision to base these identifications on a single year so that more schools have the opportunity to be a reward school faster than if multiple years were required for identification, making the goal of being named more achievable to all schools.

The third layer is transparency and visibility. While school status is no longer annually determined by AYP attainment, reporting will continue to be a vital part of PRDE transformation strategies. Public reporting of school performance enables parents and the community to hold schools accountable for

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student and school outcomes. Public accountability challenges schools to demonstrate they are meeting expectations and to nurture healthy relationships with their community. PRDE will continue to report subgroup performance against the new AMOs for all schools and graduation rate for high schools. Included in this reporting will be participation rate by subgroup and other academic indicator such as attendance.

The fourth layer focuses attention on college readiness. As part of PRDE's commitment to promote college participation for all students including SWDs and LSP students, the Office of the Undersecretary of Academic Affairs will annually publish both the college going and college credit accumulation rates for each identified subgroup that has at least 30 students (in keeping with PR's current approved subgroup size) in each high school in Puerto Rico. This reporting will become effective as the new Statewide Longitudinal Data System comes on-line and we are able to expand its functionality to collect post-secondary data.

The fifth layer is public reporting of the outcomes of school improvement efforts. Schools that miss AMO's for two consecutive years and high schools that do not meet graduation targets for two consecutive years will be required to demonstrate that the interventions selected in their action plan for continuous improvement align with and have milestones to monitor the needs of the students in the categories that have missed the targets. This reporting will be facilitated by monitoring that takes place within each district with oversight by the Office of the Undersecretary of Academic Affairs.

#### **Support to the Remaining Non-Categorized Title I Schools**

PRDE will provide additional support to a subset of the remaining non-categorized schools. The lowest achieving 5% of the Title I schools will receive customized support from the external evaluator. The measure used to determine this will be: the difference in proficiency (i.e., the percent of students scoring Proficient or Advanced) over two years. For grades 3-8 the proficiency measure includes SLA, Math, and English for both the general assessment and the PPEA. For grade 11 it includes SLA and math for the general assessment and PPEA.

This support is intended to ensure that their action plans for continuous improvement address the needs that have been identified by the FLICC needs assessment. In addition, to further support the 5% of these schools with the greatest need, the Office of the Undersecretary of Academic Affairs will reach out to community leaders, including those from local foundations, businesses, universities, and other sectors of the community at-large, to work with these schools (as suggested by stakeholders during the 2012 community forums).

The majority of support for the remaining non-categorized Title I schools will come from regional and district personnel. Presently, all schools are required to develop and implement an action plan for continuous improvement. As has been indicated, this action plan is an extension of the Comprehensive School Plan (CSP) which is reviewed and approved annually by the district that oversees the school. As is true for all PRDE schools, the CSP and related action plan developed by the remaining non-categorized Title I schools is based on the goals, objectives and scientifically based instructional strategies and interventions that guide the preparation of the PCE set by the Office of the Undersecretary of Academic Affairs. The goals and objectives of the PCE are aligned with the 7 turnaround principles.

The process for developing the CSP is presented in PRDE's response to Principle 1. Additional detail is provided here to provide increased visibility into the process that the remaining non-categorized Title I schools will complete. CSP are developed locally by each school director with his/her School Planning

Committee. In order to prepare a CSP, the team has to identify the internal and external factors affecting the school and preventing it from achieving its goals. Through the school needs assessment, the director and the Planning Committee identify the school's strengths and weaknesses and establish priorities for improving student achievement. After this analysis, the team then selects from an approved list of goals, objectives and activities those that attend their specific needs and characteristics. Each school's CSP is then reviewed and approved by the district academic facilitators, the Auxiliary District Superintendent of Technical Assistant and the OFA Title I coordinator.

The PCE strategy will continue but the methodology will be improved by requiring each school to annually complete a self-assessment of school needs. The self-assessment will be completed using the tool developed by FLICC. The FLICC self-assessment collects perception data based on classroom observations and surveys of school directors, school administrators, teachers, and students. Schools will be assisted in this process by the academic facilitators in the district offices. After schools complete the self-assessment, they will summarize the findings and determine the root causes that require intervention. The FLICC self-assessment contains the following components (see

Exhibit 16).

**Exhibit 16. FLICC Needs Assessment Indicators**

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Perception Data	<ul style="list-style-type: none"> <li>• Alignment of instruction, planning, and materials with Puerto Rico's standards and expectations</li> <li>• Effective teaching strategies</li> <li>• Formative and summative assessments</li> <li>• The use of achievement data</li> <li>• School climate</li> <li>• Parent involvement</li> <li>• Student engagement</li> <li>• School leadership</li> <li>• The needs of special populations (LSP students and students with disabilities)</li> <li>• Teacher evaluations, feedback loops, and professional development</li> <li>• Use of financial and other resources (materials, technology, libraries, etc.)</li> </ul>
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The results of this self-assessment, along with an assessment of schools' performance against proficiency targets, graduation targets will be used as the basis for the action plan for continuous improvement. Action plans address both proficiency-based and graduation rate-based interventions to target those subgroups that miss targets. District academic facilitators will ensure that the remaining non-categorized Title I schools pay particular attention to the performance and needs of LSP and SWD subgroups. The CSP and action plans will be reviewed by the district academic facilitators who will have been trained on the use of the needs assessment. The review will ensure schools' action plans demonstrate alignment between strategies and the needs assessment. It should be noted that all of the best practices discussed under the priority schools and focus schools can be applied to the remaining non-categorized Title I schools. Should misalignments be determined, schools will be required to revise

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their plans and the academic facilitator will be required to participate in more development so that they can directly identify misalignment before approving a plan. In addition, annual assessments of progress will be made using the indicators listed below:

- number of AMO and (for high schools) graduation rate targets met and which targets are met compared with previous years
- changes in proficiency rates across the school by subject
- changes in the percent of students making or exceeding their growth target
- gaps in the percent of students meeting or exceeding their growth targets by subgroup
- trends of student performance as broken down by teacher (as detailed in principle 3)
- trends in teacher evaluation results and supports implemented for teachers whose evaluation is below standard

As explained previously, PRDE intends to use the same success criteria for priority, focus and the remaining non-categorized Title I schools. PRDE selected this approach to ensure uniformity in the application of its differentiated accountability system, streamline the process of performance monitoring, and make optimal use of existing human resources and procedures. In addition, the selected outcome criteria are expected to be valid indicators of students' college and career readiness (see full discussion of University of Puerto Rico's assessment for PRDE's standards presented under Principle 1 for more information).

Among the remaining non-categorized title I schools, those schools that do not 1) meet AMOs, 2) meet graduation rates (for high schools), and 3) make progress on these indicators will need to modify their action plans for continuous improvement to address the areas of concern. This means that PRDE will require schools that miss AMOs or graduation rate targets in a given year to modify their school improvement plans to include actions that will address the missed targets. These interventions will begin in 2013-2014 based on performance data from [school year(s) 2011-2012 and 2012-2013]. The modified plans will be reviewed and approved by both District level staff and then undergo a two-part review by the Office of Federal Affairs and the Office of the Undersecretary of Academic Affairs. District level academic facilitators will be responsible for assisting these schools in 1) making more appropriate choices of interventions and/or 2) assisting with and coordinating the implementation of planned interventions. As has been indicated, the external evaluator will provide oversight of the interventions to the 5% of schools within the remaining non-categorized Title I schools. The external evaluator's oversight and support will focus on the fidelity of implementation and an assessment of the appropriateness of approved interventions.

All non-priority, non-focus schools will summarize the results of their needs assessment, identify priority areas, and select the strategies most likely to enable them to address these prioritized need(s). The following strategies have been developed by PRDE and will be considered by all non-priority, non-focus schools as they develop their CSP and action plans.

- Coordinate with district level staff to develop a professional development plan that is designed to build the capacity of the school staff and is informed by student achievement

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and outcome-related measures. The school level professional development plan will take into consideration the various needs of the instructional staff, be systemic in behavior-changing approaches that foster collaboration and increase teacher knowledge of best practices. The school level professional development plan must: 1) include instructional teams that meet regularly to examine student work, collaborate on lesson design, and implement instruction based on proven effective strategies and 2) provide time for all staff to collaborate and plan strategy implementation.

- Target research-based strategies known to change instructional practice and address the academic achievement challenges that led to the school not making the AMOs.
- Include innovative and/or customized professional development opportunities such as data retreats and creating professional learning communities
- Identify the expected outcomes for students
- Specify the self-monitoring strategies that will be used with individually targeted students and/or subgroups. Develop new methods for supporting specific students and/or subgroups of students using progress-monitoring instruments, data analysis, collaborative decision-making,
- Explore the use of tools that facilitate delivery of the curriculum including curriculum maps or other tools that align with the PRDE Curriculum. Conduct a curriculum gap analysis and use this analysis to create new strategies and resources that improve the delivery of PRDE's curriculum, increase all students' access to the standards-aligned core curriculum and facilitate use of tiered and/or differentiated instruction
- Create partnerships among external entities to obtain technical assistance, professional development, and management advice. These efforts could include using partnerships that make it possible for schools leverage additional assistance necessary to meet its unique needs
- Strengthen the parental involvement component of the CSP and related action plan by and working with external providers and other technical experts to increase opportunities for parents to become more involved in the educational process.

In addition to these strategies, schools may implement other strategies determined by the school, in consultation with district, regional and Central level staff. Appropriate strategies will be those for which data indicate the strategy is likely to result in improved teaching and learning. In all instances, schools will be required to plan for collecting, analyzing, and interpreting individualized student data in order to adjust the daily instruction to promote student outcomes.

### **Use of School Improvement Funds**

Similar to Maryland's approach, PRDE is seeking an additional waiver that is not already included in ESEA

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flexibility, to use 1003(a) School Improvement funds to help Title I schools that are not Focus or Priority schools. After first providing 1003(a) funds to focus schools, PRDE seeks to make 1003(a) funding available to the Title I schools within the remaining non-categorized Title I schools. While Focus schools will receive 1003(a) funds automatically, non- focus schools will have to apply for additional funding. Failure to make this funding available to this group of schools would be detrimental because these schools would lose access to previously available funding. Such a loss of funding would compromise school improvement efforts in these schools.

1003(a) funds will be restricted to supporting improvements and interventions that address teaching and learning practices. These improvements and interventions must be aligned with the causes that resulted in the school not meeting AMOs and/or graduation targets in any subgroup. Title I schools that are not reward schools but need additional interventions to 1) improve students achievement and 2) in case of high schools, meet graduation targets for all students or subgroup of students.

Consistently failing to improve achievement for all students and subgroup of students will be determined based on PPAA and PPEA results. PRDE expects that non-priority, non-focus schools with the following achievement profiles would be good candidates to apply for 1003a funds:

- graduation rate less than 60%
- all or nearly all subgroups fail to make progress in meeting state standards for more than 2 years
- failure of a particular subgroup to make progress in meeting state standards for more than 2 years
- lack of funds in school budget to fund planned interventions that have demonstrated effectiveness in improving performance in the last 2 years
- demonstrated issues related to attendance and climate that create conditions in which effective teaching and learning cannot take place
- Comprehensive School Plan needs assessment indicates that the school has significant and pervasive challenges and are unlikely to be able to demonstrate progress if a systemic approach is not adopted.

PRDE will prioritize applications for 1003a funds using the following business rules:

- applicants will be rank ordered based Proficiency rates PPAA and PPEA scores in Spanish and Math
  - priority will be given to applicants that meet three or more of the eligibility indicators listed above
  - applications for 1003a funds will align with and/or extend and/or enhanced strategies
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already listed in the school's CSP and action plans

If multiple schools meet the criteria and PRDE has insufficient funding to approve all applications, decisions to approve funding will be based on the quality of the school's application for 1003 (a) funds. The application for 1003 (a) funds must: 1) incorporate the findings from the needs assessment used in the Comprehensive School Plan; 2) support or advance the implementation of the school's action plan and 3) include a clear explanation of the strategies identified for each stated need. It should be noted that strategies funded by 1003(a) funds must be in addition to, compliment, enhance or otherwise extend the support services already being provided by the PRDE through its system-wide training and professional development efforts that have been described throughout this Flexibility Waiver request.

After 1003(a) funds have been distributed automatically to focus schools, the remaining 1003(a) funds will be allocated to support non focus schools that meet the criteria outlined above. Non focus schools will have to apply in order to receive 1003(a) funding.

The process of applying for and awarding 1003 (a) funds will be done using PRDE's existing infrastructure, policies and procedures that have historically governed this activity. PRDE expects to be able to fund a significant number of non-priority non-focus schools.

1003(a) funds will be used to provide technical assistance related to implementing teaching and learning practices that are expected to increase the likelihood of students in these schools meeting the AMOs and/or graduation targets. Interventions supported with 1003(a) funds will also include those strategies that have been effective in reducing large gaps in achievement and are consistent with schools' improvement plans.

Technical assistance related to teaching and learning could include, but is not limited to:

- Guided practice and training in analyzing data from assessments and other examples of student work to inform the selection of instructional practices
- Consultation to identify and address ineffective with instructional practices and develop more effective practices
- Assistance in identifying and addressing problems implementing parental involvement activities and developing more effective parent engagement initiatives
- Assistance identifying and addressing problems implementing the school's CSP and action plan.
- Assistance identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically-based research and that have proven effective in addressing the specific instructional issues, both content and subgroup specific

In addition, PRDE will make technical assistance available to schools receiving 1003(a) funds through

School Support Teams. This technical assistance will be provided upon request. School Support Teams' responsibilities include:

- Reviewing and analyze all facets of the school's operation, including the design and operation of the instructional program
- Assisting the school in developing recommendations for improving student performance in the school
- Assisting the school in its efforts to collaborate with parents and school staff to design and implement an action plan that can reasonably be expected to improve student performance and help the school meet its goals for improvement
- Making additional recommendations as the school implements that plan
- Providing assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement and remove the school from school improvement status

The Office of Federal Affairs will provide additional technical support and oversight of the fiscal and programmatic aspects of school improvement initiatives funded with 1003 (a) funds. Schools will be randomly selected to receive monitoring during each school year. At any time after the 1003(a) funds are awarded, schools can request assistance related to federal compliance and grants administration from district level staff that support Title I and/or the Office of Federal Affairs.

At the end of the school year, PRDE will require each school that received 1003 (a) funds to submit an evaluation of the effectiveness of their 1003 (a) interventions. These evaluations will be reviewed at the central level and used as part of the deliberative process for reviewing 1003 (a) applications in future school years.

### **Monitoring School Performance**

As has been indicated, the remaining non-categorized Title I schools will be supported by district academic facilitators. This support involves assistance with conducting a needs assessment (as requested) and assistance developing the CSP and related action plan, and ongoing support and assistance throughout implementation of planned activities. Data on implementation and outcomes will be made available through the PRDE dashboard. District level staff, as well as staff from the Office of Federal Affairs, will conduct monitoring and oversight visits to these schools throughout the year. The visits by these offices will focus on fidelity of implementation and compliance with federal requirements, respectively. In addition, as has been described in detail previously, the external evaluator will provide support and oversight to the 5% lowest achieving of the remaining non-categorized Title I schools. The efforts to provide additional support to these schools at risk of becoming focus schools could be supported with either 1003(a) funds or with 1116(b)10 funding SES/Choice.

Schools will conduct monthly assessments of their progress implementing planned assessments. As has been indicated, this data will be collected and published using the PRDE dashboard. In addition, the remaining non-categorized Title I schools will receive annual assessments of progress. The annual

assessments have been detailed in this section and include progress on a defined set of indicators from the needs assessment as well as the uniform annual performance expectations PRDE has set for all schools. The ongoing nature of the review of schools progress will allow PRDE to identify and respond to schools emergent needs for customized support and/or technical assistance. In addition, non-priority, non-focus schools that receive 1003(a) funds will be required to complete an annual evaluation of funded activities.

## **2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING**

- 2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
  - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
  - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

### **Timely and Comprehensive Monitoring and Technical Assistance**

The PRDE has an extensive support system in place for overseeing, monitoring, and providing technical assistance to Puerto Rico's Title I schools. Unlike most mainland States, the PRDE's structure – with staff at the central, regional, and district levels – facilitates our ability to reach every one of our 1,457 schools by making staff from various levels responsible for provide a variety of services and functions at the school level. PRDE recognize the benefits of our structure and intend to capitalize on it in order to support our schools and staff.

In order to ensure that the interventions are sustained and result in systemic change in priority schools, significant school improvement planning and monitoring occurs at the SEA level and monitoring occurs at the district level. Monitoring and technical assistance activities for all priority schools are outlined in Exhibit 17 below.

**Office of the Undersecretary of Academic Affairs**

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The Office of the Undersecretary of Academic Affairs and the Office of Federal Affairs will each play a significant role in supervising and managing the implementation of the differentiated accountability system. Many of the specific roles and responsibilities for these offices, with respect to technical assistance and oversight, have been detailed in the previous sections within Principle 2. PRDE is confident its infrastructure and established practices will enable it to better support all schools as they assisting students, especially students with disabilities and LSP students in becoming college and career ready.

The Office of the Undersecretary of Academic Affairs has primary responsibility for managing all programmatic aspects of this ESEA flexibility request, including implementation of interventions to improve teaching and learning. The Office of the Undersecretary of Academic Affairs works in close-collaboration with the Associate Secretary for Special Education and the LSP Program director. These three offices lead PRDE's efforts to improve student academic achievement and ensure effective instruction and leadership in every school island-wide. As The Office of Federal Affairs is responsible for overseeing compliance with federal requirements and ensuring the use of federal funds extends and enhances PRDE's primary academic program.

The Office of the Undersecretary of Academic Affairs receives and analyzes student and school academic achievement data and uses this information to direct the work of the following offices:

- Academic Programs Directors
- ICAAE
- InDePM
- Auxiliary Secretary of Academic Services and Community Education Services
- Auxiliary Secretary of Student Assistance Services
- Auxiliary Secretary of Occupational and Technical Education and
- Schools Districts

The development of all schools CSP and improvement plans or action plans are ultimately guided the Office of the Undersecretary of Academic Affairs. The Office of Academic Affairs defines and/or approves the framework and/or components used in the CSP, school improvement plans and action plans.

Ultimately, the review and approval of all school level plans is the responsibility of the Office the Undersecretary of Academic Affairs. As has been detailed throughout PRDE's response to Principle 2, the different offices accountable to the Office of Academic Affairs (listed above) have specific roles and responsibilities related to the development, review, approval and implementation of school level plans. These roles and responsibilities have been detailed for priority, focus, reward and the remaining non-categorized Title I schools. All staff that report to the Office of Academic Affairs have received training and are aware that schools' CSP and improvement plans or action plans must 1) use AMOs, graduation

rates and other measures to inform the interventions and 2) provide incentives and supports most likely to help teachers meet students' needs.

The Office of the Undersecretary of Academic Affairs uses existing administrative and management processes (i.e., meetings, monthly reports) to keep track of the work completed by these offices, including the degree to which staff in these offices have assisted schools with their CSPs and school improvement or action plans. In addition, the Office of Academic Affairs will use the two available dashboards and require monthly electronic progress reports to ensure that schools are receiving sufficient support in the development and implementation of their plans. It should be noted that, in addition to the Central and regional level supports discussed above, academic facilitators at the district level are accountable to the Office of Academic Affairs and responsible for supporting schools in the development and implementation of CSP and improvement and/or action plans.

In addition, the Office of the Undersecretary of Academic Affairs, and its associated staff, is responsible for providing implementation support services to reward schools, focus schools, and the 5% lowest achieving schools of the remaining non-categorized Title I schools.

### **Office of School Improvement**

The Office of School Improvement (OSI) is currently an unit within the Office of Federal Affairs and oversees and monitors Puerto Rico's School Improvement Grant (SIG) schools. Because the 50 currently identified SIG schools will be identified as priority schools under this new differentiated accountability system, OSI will oversee, monitor, and provide support to all 100 priority schools in the 2013-2014 school year. OSI's support is intended to ensure schools implement interventions to improve school instructional effectiveness and student performance through whole school change. As part of their support to priority schools, OSI will also visit school districts at least twice during the school year and provide support as needed. In addition, the authority and responsibility for monitoring the implementation of the interventions of priority schools rests with the SEA in the Office of School Improvement

In order to support the 20 non-SIG schools, the OSI will provide services similar to the services that are being provided to 50 SIG schools. This is appropriate because the non SIG schools will be asked to implement interventions that are similar to those being implemented in SIG schools. As such, the non SIG schools will implement interventions that are consistent with the turnaround principles as indicated on pages 92-98. Examples of these types of support include ensuring that non-SIG priority schools: review the performance of the school director and replaces the school director if such a change is necessary to ensure strong and effective leadership; participate in the Transformational Leadership Director's Academy; provide oversight to ensure that district and school provide evidence of a collaborative review of school and district practices and procedures and recommendations of ways to provide increased flexibility if necessary; ensure schools create Individual Professional Development Plans for teachers of targeted subgroups and validate that the needs of specific subgroups are consistent with the professional development outlined in schools CSP and school improvement plans; through collaboration and oversight ensure schools have appropriate resources to redesign the master schedule to allow for professional development opportunities that could take place during common planning

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time, data driven decision making sessions, and job-embedded professional development. OSI will also ensure that the monitoring and oversight described for SIG schools is provided.

All priority schools are to be monitored annually through on-site and desktop reviews beginning with the 2010-2011 monitoring cycle. To effectively monitor the schools, the SEA created monitoring instruments and trained the SEA Compliance Oversight Unit responsible for monitoring SEA compliance, the Office of Federal Affairs (OFA) Monitoring Unit responsible for supervising and coordinating the Regional Monitoring Units' (RMU) calendars and the Regional Monitoring Units responsible for monitoring the schools. Recurring issues in schools identified by OFA's Monitoring, Regional Monitoring and Dissemination and Technical Assistance Units are addressed in order to support remediation. Roundtable Committees comprised of SEA representatives and Regional and District staff meet monthly to coordinate monitoring activities and identify appropriate support needed to enable schools to realize school improvement goals.

The Office of School Improvement is responsible for ensuring that external providers that assist in implementing the intervention models selected through the state's competitive RFP process are successfully implementing the selected intervention model. Under our current SIG school model, each of our cohort I SIG schools partners with its own provider. There are a limited number of cases where the same provider works with two SIG schools. Evaluation of external providers is ongoing, and includes comparisons of student achievement and growth data (including within subgroups) and student and teacher surveys over time, in order to determine providers' effectiveness. External auditors are also under contract to verify that external providers receiving SIG funds are complying with their contractual agreements and are aligning services to school needs.

#### **Other Central Level Offices**

The Office of the Auxiliary Secretary for Planning and Educational Development analyzes data and is helping to develop the PRDE dashboard which will make data and analysis results readily available to focus schools, reward schools, and the remaining non-categorized schools. The collection and dissemination of this data is a critical component of PRDE's oversight and monitoring strategy.

#### **Office of Federal Affairs**

The Office of Federal Affairs (OFA) has substantial capacity to support this differentiated accountability system. This office has and will continue to provide compliance monitoring and technical assistance in alignment with federal regulations and rules as required by the USDE and standard accounting practices. The staff is experienced with federal programs and knowledgeable about the requirements of ESEA Flexibility. OFA staff at all levels will provide technical assistance to ensure PRDE schools are meeting all federal requirements.

#### **District, Regional and School Level**

**The School Districts' Responsibilities Include** providing leadership to focus on student learning and achievement, supporting and training teachers, guiding implementation of curriculum, instruction and assessment, using information for planning and accountability and engaging families and the community. The School Districts' Superintendents, Assistant Superintendents, Academic Facilitators and Special Education Academic Facilitators are responsible for providing support and technical assistance to school staff in all aspects of teaching. Specific responsibilities related to oversight and monitoring are outlined

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below.

- School Superintendents
  - Prepare an intervention plan and a timetable for needs assessment, technical assistance and monitoring visits to be conducted by Academic Facilitators and Special Education Academic Facilitators for each subject matter.
  - Evaluate the academic strategies that schools selected
  - Oversee implementation of school-based strategies to support new school directors and teachers.
  - Monitor the implementation of the PCE and school organization plan to ensure that the needs identified are met
- District staff (i.e., Academic Facilitators)
  - Oversee schools' implementation of CSPs and related action plans and assess compliance with the submitted plan
  - Identify emerging needs for support and technical assistance
  - Submit monthly progress reports to schools and the Undersecretary of Academic Affairs.
  - Provide support and technical assistance to teachers for each subject matter in the content and use of academic standards in the daily planning, teaching strategies and assessment of student learning.
  - Visit teachers to meet the needs identified by school directors through surveys and exploratory visits
  - Develop specific support to assist educators in analyzing and implementing appropriate learning strategies and necessary accommodations to ensure that students with disabilities and LSP students receive the support they need to achieve their potential.
  - Identify teachers of students with LSP and disabilities to offer support and technical assistance in the adaptation and modification of the curriculum materials to the students' needs.
- Regional Monitoring Units
  - Monitor schools to determine compliance with academic progress and state and federal fiscal responsibilities.
  - Require districts that cannot provide evidence of schools' progress to submit a corrective action plan outlining the strategies and activities to be carried out to provide

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## additional support to schools

### Schools

- Create a Planning Committee to conduct the needs assessment and determine the variables responsible for low achievement
- identify areas to be addressed and select strategies to improve academic achievement and use this information to develop the PCS and related school improvement or action plan
- Submit a progress report (*Informe de Logros*) once per semester to the School District describing those aspects of the school's plan that have been implemented, progress made by students during the first 20 weeks of the semester and the school's projections

### External Evaluator

PRDE will engage an external evaluator that has national stature and a history of serving on USDE peer reviews and working with various state educational agencies. The external evaluator holds a doctoral degree and has a track record of success providing evaluation services for State education agencies. This external evaluator will be responsible for collecting data and assessing the implementation and effectiveness of PRDE's proposed differentiated accountability system. The external evaluator is responsible for ensuring that, in priority, focus and 5% of the schools identified within the remaining non-categorized Title I schools proposed interventions are 1) aligned to school needs, 2) implemented with fidelity, and 3) having a positive impact on student achievement. The external evaluator will also be responsible for (provide guidance related to the type of interventions schools should select and most effective means that PRDE staff at the Central, regional and district levels can support efforts to improve teaching and learning.

In order to coordinate and provide oversight to the external evaluators, PRDE will require each evaluator to submit a monthly report. These monthly reports will be submitted to the Office of Federal Affairs and disseminated to OFA staff based on their existing regional/district level assignments. The OFA staff will review the submitted report and compare it to the planned service provision outlined in the respective schools' CSP and action plans. Any deviation from the planned delivery of service will be noted and forwarded to the monitoring staff who will follow up on the observed deviation during regular monitoring visits. In addition, a mid-year report of deviations in planned service delivery will be created and forwarded to both the Office of Academic Affairs and the Quality Assurance Unit (discussed on page 128). The mitigation and corrective action responses described under the Quality Assurance Unit roles and responsibilities and general contract management sections also apply to the contract with the external evaluator. Significant deviations will be addressed immediately and the performance of all external evaluators will be reviewed at the end of the academic year.

In addition to all of the Flexibility specific oversight described above, PRDE will continue to engage in the regular practices of monitoring schools and districts that has been implemented in previous years.

Focus schools will be supported by the Office of the Undersecretary of Academic Affairs and the external evaluator. This support will include assistance in completing the FLICC needs assessment, identifying interventions, coordinating the implementation of these interventions, and ensuring that the interventions are applied and having a positive impact on student achievement.

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The remaining non-categorized Title I schools will be supported by the districts, which fall under the Office of the Undersecretary of Academic Affairs. They will assist these schools in completing the FLICC needs assessment and identifying interventions to address school's needs. In addition, these staff will ensure that schools that miss AMOs for two consecutive years will implement more rigorous interventions to address the school's needs. This process will be overseen by the external evaluator to ensure it is not only being implemented but also that it is having an impact on student performance. The lowest 5% of these schools will be supported by the external evaluator.

### **Review, Approval and Oversight of External Providers**

Schools that need additional support to implement their school improvement plans select external providers from the PRDE's list of pre-approved providers to offer services. To develop the list of pre-approved providers, PRDE releases a Request for Qualifications (RFQ) and conducts an orientation for potential providers. Interested providers submit proposals to the Office of School Improvement (OSI). OSI trains both internal and external reviewers on proposal evaluation. Based on the review process, providers are selected and identified for inclusion on the PRDE list of pre-approved providers.

PRDE's criteria for evaluating external providers were developed based on the *Guide to Working with External Providers* (Learning Point, 2010). PRDE used this Guide to create a framework for engaging, managing and evaluating external providers. PRDE expects that the majority of service providers will be non-profit and/or professional organizations, private providers, and/or colleges/universities. Providers from these groups can be evaluated using the following criteria:

- Providers' understanding of PRDE's needs and capacity to align products and services with these needs
- Providers' demonstrated success realizing positive impacts on teaching and learning
- Degree to which providers' professional development activities are research based and aligned with PRDE's established academic, curricular and instructional goals
- Degree to which provider's products and services can be customized
- Provider ability to demonstrate how professional development activities are part of a long-term, overarching strategy for improving teaching and learning
- Provider ability to focus on the specific content that teachers need to teach and students need to learn
- Provider ability to link research-based instructional strategies that address the specific challenges that have been identified by schools in their needs assessment and other school improvement planning documents
- Degree to which the providers' services align with other major initiatives currently underway in PRDE and degree to which providers' services support services currently being provided by PRDE staff

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The timeline for provider evaluations is continuous. An evaluation plan for each provider will be created before work commences. PRDE's process for evaluating external providers will differentiate service delivery from outcomes. The goal of this evaluation system is to promote continuous improvement and allow for internal capacity building related to vendor selection and oversight. The evaluation of the provider will be aligned with PRDE's larger system of accountability (i.e., PPAA results, graduation rates) but also include intermediate measures of progress. These intermediate indicators will assess the degree to which 1) requested/desired services were provided and 2) annual achievement goals are being met.

Additional methods of evaluating providers' performance include ongoing communication about the delivery of services that takes place throughout the service delivery period. These ongoing communications can include evaluations of training sessions (upon completion), regular debriefings between school leaders and providers and time for discussion of provider services during staff meetings.

PRDE is in the process of customizing the templates provided in the Guide to create a checklist that can be integrated to the current protocol to evaluate providers' proposals. Draft questions for this checklist include:

- explain how your services align with PRDE's defined needs
- explain how your services support PRDE's long term strategy to improve teaching and learning
- explain how your services can be customized
- explain how you used research and best practices to develop your services
- explain your service delivery model and explain your implementation strategy
- explain how you will evaluate the outcomes of your service using both formative and summative measures
- explain how your services are expected to result in improved teaching and learning as reported on the PPAA
- explain how you will provide periodic updates on the delivery of services and the outcomes being realized

To evaluate the providers' services after the period of performance, PRDE will issue an online survey to staff in schools where external providers worked. Draft questions include:

- Were there any problems during implementation?
- Did the provider establish and maintain a good relationship with the school and district?
- Did the provider deliver the services as expected?

- Were there any gaps between the school's needs and the providers' services?
- Were there any logistical challenges? If yes, were they resolved quickly and efficiently?
- Did the providers' service align with PRDE's contents standards and assessment practices?
- Did the providers' services conflict with any local requirements?
- Did the provider engage in ongoing, open communication with all relevant stakeholders?
- Did the provider respond to expressed concerns/issues in a timely and efficient way?

PRDE has outlined the actions it will take when providers do not meet the criteria or follow Puerto Rico's policies and procedures instances where the provision of services is determined to be unacceptable. First, PRDE will create a Contracts Quality Assurance Unit. This unit will be the central point of contact that PRDE staff should reach out to as soon as issues related to the quality or compliance of providers' services becomes a concern. The staff in this unit serves as a liaison between the Office of Federal Affairs, PRDE schools and external providers.

Second, PRDE's contracts outline the course of action, from a contractual point of view, that will take place if providers' do not meet the criteria or follow Puerto Rico's policies and procedures instances where the provision of services is determined to be unacceptable. PRDE's contracts contain the following provisions:

- The SECOND PART agrees to defend, support and represent the findings, evaluation and analyses of the written materials, including reports, drafts from studies and projections carried out by the SECOND PART in compliance with the provisions of this Contract at any forum which requests the SECOND PART's appearance.
- The SECOND PART shall not subcontract the performance of the services specified in paragraph number "3" of this Agreement. The SECOND PART will be responsible for hiring the personnel that will offer the services under this Agreement. The FIRST PART shall have no obligation regarding the working schedule, wages and any other claim on the part of the personnel recruited by the SECOND PART under this Agreement.
- The SECOND PART assures that the services shall be rendered in good manner and professionally. If the SECOND PART fails to render the services in such manner, the FIRST PART will be entitled to contract other persons for the rendering of said services, and the SECOND PART shall pay to the FIRST PART any cost or expense incurred and attributable to such services if the fees of the SECOND PART have been paid or for the amount in excess of the fees under this Agreement for said services if the fees have not been paid by the FIRST PART
- In all pertinent and the applicable, the SECOND PART is specifically committed to the transference of knowledge to the personnel of the FIRST PART during the term of the

present contract, which is an essential and obligatory condition to its fulfillment. The violation of this disposition will be sufficient cause for the FIRST PART to conclude this obligation and the SECOND PART will have to refund to the FIRST PART all sum of money received under this Contract.

Third, PRDE will ensure that payments are made during the course of services. This will enable PRDE to assess progress of the services as they are delivered.

Finally, the following issues are considered to be material and have been identified as potential grounds for early termination: 1) failure of the school to achieve anticipated results over time, 2) chronic unsatisfactory ratings of providers' services in evaluations, and/or 3) a change in policy or law that makes the providers' services impossible. Decisions related to the continuation or renewal of a contract will be based on the degree to which promised outcomes were delivered.

**Priority Schools: Oversight, Monitoring and Technical Assistance**

**Exhibit 17. Monitoring Activities for All Priority Schools at the School Site**

LEVEL	UNIT RESPONSIBLE	TYPE OF ACTIVITY	FREQUENCY	REPORTING CONTACT
Central	Office of Federal Affairs (OFA) Compliance Oversight Unit	Compliance	Annual or in as need basis	Office of School Improvement
Central	OFA Dissemination and Technical Assistance Unit	Dissemination and Technical Assistance by Technical Assistance personnel in Districts	Ongoing	Dissemination and Technical Assistance Unit and District Superintendents
Central	Office of School Improvement through SIG DASHBOARD system	Data Collection	Bi-monthly	Office of School Improvement
Regional	School Improvement Specialist	Implementation (Timeline)	Ongoing	Office of School Improvement
District	District School Support Teams Office of School Improvement	Program (School Site Reviews)	Annual	Office of School Improvement District and Region School Improvement Specialist
District	District School Support Teams	School Visits Review of	Ongoing	School Director & Office of School

		Implementation of SIG model		Improvement School Improvement Specialist
<b>School</b>	School Director	Classroom Observations	Ongoing	
	Coaches	Teacher Evaluation	Annually	Office of School Improvement
	Subjects Matter Academic Facilitators	Tracking Performance Data	Ongoing	

### Ensuring Sufficient Support to the Entire PRDE System

In addition to all of the Flexibility specific oversight described above, PRDE will continue to engage in the regular practices of supporting schools and districts that has been implemented in previous years. These efforts include new work that is scheduled to be executed as PRDE implements its differentiated accountability system.

PRDE's primary means of improving student achievement and school improvement is the implementation of its curriculum. This approach is based in decades of research demonstrating that a content-based focus is the only effective means by which achievement can be improved. Our partners in developing our professional development plan and implementing this plan through at least the 2013-2014 school year, are required to transfer knowledge and skills that allow Puerto Rico's educators to run the professional development process in years subsequent to 2016-2017, preceded by a gradual scaffolding of reduced supports.

PRDE's implementation of its curriculum is supported by a 1) complete set of pacing guides or curriculum maps, and sample instructional strategies aligned with state standards and/or grade level expectations, 2) LSP standards for students with limited or no Spanish language knowledge, experience, or skills and 3) specific accommodations, modifications, and supports that must be provided for students in accordance with their IEPs. All of these resources provide the foundation for the additional supports and interventions proposed for priority schools, focus schools, and other Title I schools

In addition, PRDE has developed an effective instruction framework (based on current and best practices) that is aligned with the curriculum, communicated to all stakeholders, and consistent with the teacher/director evaluation system. PRDE is working to develop a defined and clearly articulated instructional model for educating of "at-risk" populations, including students with a disability, LSP, high poverty/mobility, and credit-deficient students. Again, these resources provide the foundation for the additional supports and interventions proposed for priority schools, focus schools, and other Title I schools

PRDE's Central level and district staff provide ongoing professional development to support the implementation of the content standards. These professional development activities will be ongoing in nature and ensure teachers 1) understand how the content standards are articulated across all grade levels and subject areas, 2) understand how teachers can best support student learning at key transition points in ways that close gaps and eliminate duplication, 3) know how to use instructional materials that

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are aligned with PRDE's standards, 4) ensure that instructional materials are not limited to textbooks and 5) promote the use of instructional practices that are research-based and consistently implemented within each grade level and content area. This system wide professional development is part of PRDE's ongoing work and is enhanced by the additional supports and interventions proposed for priority schools, focus schools, and other Title I schools.

PRDE recognizes that balancing time and dosage expectations as a critical factor to consider throughout implementation. To address this challenge, PRDE is creating a master calendar that outlines participation in professional development activities. Schools can request additional training throughout the course of the school year. The additional training could be provided using a workshop forum or through embedded professional development and coaching support in the classroom. The additional professional development can be provided by district or Central level staff. District academic facilitators will provide on-site support four days a week. If feasible, PRDE will work to develop online resources that support these professional development areas and make it possible for teachers to access at times other than the regular school day. PRDE's approach to effective school improvement is not prescriptive. PRDE intends to support schools' efforts to improve teaching and learning by providing as many resources as possible that could help schools and teachers respond to students learning needs. Each school will collaborate with Central, regional and district staff to make customized selections of additional services and resources that best align with identified learning needs.

#### **Ensuring Sufficient Support for Elements of PRDE's Differentiated Accountability System**

PRDE assesses its overall capacity based on staff experience, staffing levels, and financial resources. PRDE has considered these factors in developing this Flexibility request and is prepared to PRDE will make the necessary resource allocation decisions to support all activities outlined in this flexibility request. PRDE believes implementation of this Flexibility request represents an long term investment in our staff and the public education system. Once implemented, the proposed resource allocation decisions can be expected to ensure that every school is properly supported and has the tools for success.

**Data Driven Decision Making Training:** Staff that reports to the Office of Academic Affairs will complete training on data driven decision making. This training will enable PRDE staff at the Central and district levels to ensure schools align their CSP and school improvement or action plans with identified needs. It will also promote a continuous improvement to approach to improving teaching and learning. Central level Academic Programs Directors will develop trainings for Superintendents, Assistant Superintendent and School Directors in how to use assessment data to track student progress, provide support to students no making progress and ensure that our schools use effective practices for diverse learners.

**District Leadership Teams:** Each district will create a district-based leadership team composed of the superintendent, academic personnel at the district level, and staff responsible for specific school improvement and technical assistance services. Additional members can be added to the team as necessary. This leadership team will develop, support, and facilitate the implementation of policies and procedures that formalize the approach to school improvement that PRDE is proposing in this Flexibility Request.

**Use of Dashboards:** PRDE's newly created dashboards have been described in detail in previous sections of Principle 2. PRDE will use the dashboards to support ongoing data collection and tracking of progress toward PRDE, district, and school goals. The use of dashboards builds PRDE's internal capacity by

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making it possible to 1) identify and disseminate best practices and 2) monitor and report performance at the island, district and school levels. PRDE will also use the dashboards to identify when a school or district needs assistance so that it can initiate a proactive conversation and request an interim action plan that outlines the remediation or corrective steps the school or district will take in order to demonstrate the expected level of progress.

***Comprehensive Approach to Managing and Integrating Professional Development:*** Professional development activities will be designed based on the results of the evaluation instruments of each teacher and school director as required by *Reglamento No. 8036* as amended by *Reglamento No. 8207* and *Reglamento No. 8035* as amended by *Reglamento No. 8208*. These professional development and growth opportunities for both teachers and school directors will incorporate professional development vehicles that are research based and shown to be successful in increasing the teacher and school director effectiveness. In addition to professional development related to individual observation of educator performance consistent with PRDE's response to Principle 3, PRDE will continue to provide its teachers and school directors with on-going, high-quality, job embedded professional development that is aligned with school's instructional program. PRDE has identified various actors within its system that can provide job embedded professional development including 1) professional development specialists, 2) former teachers and school directors, and 3) identified outstanding current teachers and school directors to impart their knowledge and skills to other professionals.

In addition, PRDE recognizes the need to develop resources to build school capacity in four target areas:

- Training Academic and Special Education Facilitators to develop a comprehensive professional development plan on the use of the standards in the classroom that incorporate an experiential component so that teachers have a better understanding of the purpose, intent, depth, and clarity of the standards and how to integrate it effectively in daily planning and assessment.
- Supporting all educators as they work to understand the standards and the curriculum materials
- Providing intensive support for curriculum alignment and resource development in schools
- Providing access to and professional development in the use of data to driven instructional decision making

### **Accountability for improving school and student performance**

PRDE will implement systems to monitor both priority and focus schools to ensure that these schools are receiving the support they require to meet student needs and address the root causes of their performance problems. Monitoring will take place least three times a year and may include desktop monitoring and/or site visits. PRDE intends to implement oversight practices that facilitate the development of a culture of communication within schools, among schools, across districts and regions and throughout PRDE's system of public education. Because PRDE is a unitary system, oversight from Central level is provided to schools throughout the system.

PRDE's Central level recognizes the importance of consistent and appropriate implementation of its differentiated accountability system. In order to demonstrate appropriate implementation and follow

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through of the planned interventions with priority and focus schools, PRDE will engage an external evaluator. The external evaluator will be responsible for monitoring the processes associated with the planning, implementation, and results of interventions with priority and focus schools. PRDE also intends to provide a similar assurance of the fidelity of implementation for a subset of the remaining non-categorized Title I schools that demonstrate the greatest needs.

#### Priority schools

Once identified, priority schools undergo a comprehensive needs assessment. As the needs assessment is realized, priority schools will have access to an external provider. The goal of providing each priority school with an external provider is to enhance the supports available through the existing PRDE infrastructure and ensure that the level of support available to these schools is sufficient to result in fundamental changes. Providers will be assigned to priority schools based on their areas of expertise. This method for assigning providers helps ensure that priority schools receive support that directly addresses the issues causing the low proficiency rates.

After realizing their needs assessment, priority schools work with their assigned provider and academic support from the Central and district levels to revise their Comprehensive School Plan (CSP, detailed in PRDE's response to Principle 1) and develop a customized School Improvement Plan. The specific oversight and supports provided by the different offices across the 3 levels within PRDE is presented above.

Priority schools that fail to improve academic achievement after full implementation of interventions will be considered for additional measures to safeguard students' right to quality public education. *Reglamento No 6743 del Personal Docente del DEPR*, as amended by *Reglamento 7292* and *Reglamento 8037*, establishes the procedures for relocating PRDE personnel. *Reglamento No. 7565 de Medidas Correctivas y Acciones Disciplinarias* regulates disciplinary actions that PRDE can take against personnel that are not fulfilling their duties guaranteeing due process. Ultimately, Law No. 149 *Ley Orgánica del Departamento de Educación de Puerto Rico del 15 de Julio de 1999* as amended, assigns responsibility for the closing of schools to the Secretary of Education.

In the event that schools do not achieve the expected performance outcomes in 3 years, PRDE will re-evaluate the school's capacity to implement the turnaround interventions. First, PRDE will review evidence of implementation of planned initiatives. If planned interventions have not been implemented, PRDE's Central level staff will work with regional, district and school leadership/teachers to determine why interventions were not implemented. Structural, procedural or operational barriers to implementation will be identified and future interventions for these schools will be adjusted to ensure the observed barriers are addressed in the future.

If planned interventions have been attempted, PRDE's Central level staff will work with regional, district and school leadership and teachers to determine why performance targets were not attained. PRDE will then reinstate the turnaround process and support the school identifying and selecting more effective interventions that have the greatest probability of closing the identified achievement gaps. The selection of new interventions must be based on the analysis of need and prioritization of goals and with respect to the school's demonstrated capacity to implement interventions during the previous 3 years. As is done with other schools, schools re-entering a 3 year cycle can only select interventions that align

with PRDE's larger framework for school turnaround and are consistent with PRDE's plan to implement its content standards and implement related instructional practices. PRDE will only approve interventions that are clearly aligned with identified needs and can be reasonably expected to increase student achievement, close achievement gaps and improve the school's performance.

To further support implementation of the newly selected interventions, PRDE will facilitate the reassignment of school personnel to ensure optimal support for planned interventions. PRDE will also increase the level of technical and administrative support provided to these schools by the Central, regional and district levels.

### Focus Schools

All focus schools will undergo a comprehensive needs assessment using a model that was developed by the Florida and Islands Comprehensive Center (FLICC). Focus schools will use historical information and outputs from the comprehensive needs assessment to modify their CSP. As indicated above, the design and elements included within the CSP are detailed under PRDE's response to Principle 1. Revisions to focus schools CSP include: 1) enhancing each school's action plans to reflect attention to the need to evidence continuous improvement 2) the inclusion of significant interventions that modify past approaches to teaching and learning and 3) detailing the support the school will need from PRDE's academic program directors in the Office of the Undersecretary of Academic Affairs. Taken together, these revisions provide a multi-pronged approach to addressing the factors that contributed to observed achievement gaps.

The specific oversight and supports provided by the different offices across the 3 levels within PRDE is presented above. However, as has been stated in previous sections of Principle 2, various staff within the Office of the Undersecretary of Academic Affairs will support implementation of action plans by focus schools. Staff from the Office of Academic Affairs, will provide ongoing technical assistance related to teaching and learning and ensure that implementation data are reported through the PRDE dashboard system By providing this support to focus schools, PRDE's Central level can monitor progress among focus schools on a monthly basis and engage supports throughout the school year as deemed necessary based on available performance data.

Ongoing monitoring of the interventions will be a part of the action plan for continuous improvement. Ongoing monitoring must be included in order for a focus school's action plan to be approved. The Office of the Undersecretary of Academic Affairs and the external evaluator will review focus schools' implementation efforts and identify areas where the planned interventions do not appear to meet student learning needs. In those cases, information will be fed back to the school for modification of either the plan or the implementation strategy to ensure success for the students and the school.

Focus schools will be responsible for providing evidence of the implementation of their action plan s every three months. This evidence will inform desktop monitoring to be conducted by the Office of the Undersecretary of Academic Affairs. In addition, the external evaluator will monitor the schools directly via site visits at least once a year.

While school status is no longer annually determined by AYP attainment, reporting will continue to be a vital part of PRDE transformation strategies. Public reporting of school performance enables parents and communities to hold schools accountable for student and school outcomes. In turn, public accountability challenges schools to demonstrate that they are meeting expectations and encourages

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them to nurture healthy relationships with their community.

### **Leveraging ESEA Section 1116(b)(10) Funds to Improve School and Student Improvement**

PRDE believes schools will benefit from using funds reserved under 1116(b)(10) to significantly extend learning time through different types of interventions targeted at substantially increasing student achievement and/or improving retention and graduation rates. PRDE seeks the flexibility to use the funds that it would otherwise be required to reserve for certain activities for schools that were identified for improvement to support a number of new and existing school improvement initiatives.

These activities include providing tutoring to students who fail to meet achievement goals, professional development activities for staff, and activities that OSI staff has found to be effective in SIG schools, such as leadership academies.

PRDE will prioritize the use of 1116(b)(10) to address the needs of focus schools and any Non-SIG priority school. This use of funds could be necessary if SIG funds are insufficient to support the needs in non-SIG priority schools. Other Title I schools may also be served with 1116(b)(10) funding. That funding decision will be based on evidenced improvement needs in order to allow schools to use 1116(b)(10) funds to implement activities that address the needs identified by the school in their CSP. The schools that will be eligible to use these funds would include those schools that are eligible to apply for 1003 (a) funds but may also be extended to include schools that do not match the eligibility criteria established for 1003 (a). Similar procedures related to the application and oversight used for 1003 (a) funds will be considered for use for these funds. More generally, PRDE seeks flexibility to allow schools use of these 1116(b)(10) funds to support school improvement interventions, including those currently being used with SIG schools that have been found to be effective. In this way, PRDE can use these funds to scale up new efforts to improve teaching and learning in all Title I schools.

As the USDE is aware, PRDE currently uses a significant percentage of the funds that are required for school improvement activities under the statute for Supplemental Education Services (SES). PRDE will allow Title I School Directors to include a request in their Comprehensive School Plan for additional funding for SES services to provide specific interventions for students in their school performing in the PPAA and PPEA at a pre-basic or basic level in the core content areas. The Office of the Undersecretary of Academic Affairs will then review the request to approve or deny based on whether SES services for those specific students would be an appropriate intervention. This determination will be made based on 1) prior experience of the student with the SES program (where applicable) or 2) evidence that another academic initiative or intervention currently available for the student would not be more effective. If the Title I school request for additional funding is approved, the Office of Federal Affairs will then assign funds previously required to be reserved under section 1116(b)(10) for SES services to that specific Title I school budget. The Title I School Director will then hold an Open House for SES providers to present the parents of the identified students the available options.

PRDE will require Title I schools that want to use 1116(b)(10) funds for SES services to 1) provide SES providers with a data-based description of the learning needs for their school 2) provide an analysis of student achievement by subgroups and 3) provide a summary of the instructional interventions being

used by the school to address the identified learning deficits.

PRDE will require SES providers to demonstrate that the services they intend to provide 1) respond to the specific learning needs of the students they are assigned, 2) enhance or extend the instructional improvement strategies the school has selected as part of its school improvement planning process. In all instances, SES vendors will be required to demonstrate how their academic interventions align with research-based best practices and improve student academic achievement.

**PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION  
AND LEADERSHIP**

**3.A . DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS**

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"><li>i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year;</li><li>ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and</li><li>iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14).</li></ul>	<p><b>Option B</b></p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"><li>i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;</li><li>ii. evidence of the adoption of the guidelines (Attachment 11); and</li><li>iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.</li></ul>
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## **Our Guiding Vision**

Teaching and learning are complex processes composed of many interconnected elements. These elements include, but are not limited to, the effectiveness of the teacher and that of the school director. Research shows that effective school leadership promotes effective instruction and that effective instruction promotes higher levels of student academic achievement. Recognizing the interactions between instructional leadership, teaching, and student achievement, PRDE has committed to enhancing, adopting, and implementing a comprehensive island-wide educator evaluation system. PRDE's new educator evaluation system will provide an effective means of evaluating teachers and school directors (principals) and promote their continuous professional development

The creation, adoption, and implementation of comprehensive evaluation systems is part of PRDE's larger strategic initiative to improve student achievement. Elements of this larger strategic initiative have been detailed in PRDE's response to Principles 1 and 2. In responding to Principle 3, PRDE will highlight how it will connect measures of student performance to the evaluation of teachers and school directors. PRDE's vision for an effective educator evaluation system is one that is fair and appropriate, results in increases in student achievement and ensures that teachers and school directors across the island receive high quality professional development necessary support their growth and improve their practice. PRDE seeks to create an educator evaluation system that provides feedback to all educators within the public school system so that our students and schools can achieve high degrees of success. PRDE believes that its new educator evaluation system should be developed using feedback from a broad cross-section of the stakeholders that make up the education community in Puerto Rico.

The evaluation systems will be guided by professional standards for teachers and school directors (*Puerto Rico's Professional Standards for Teachers 2008* and the *PRDE Profile of the School Director* respectively). PRDE's new comprehensive teacher and school director evaluation systems will be linked to a professional development system that will provide supports (i.e., training, coaching, guidance, resource materials, etc.) to teachers and school directors with specific areas for improvement. Again, PRDE intends to integrate the changes it realizes by implementing the reforms described in its responses to Principles 1 and 2 to its implementation of a robust and effective teacher evaluation system.

## **Plan to Develop a New Educator Evaluation System**

### **Define System Elements**

Puerto Rico's comprehensive educator evaluation system will be consistent with ESEA flexibility requirements and will measure the educator's performance both in direct and indirect behaviors. PRDE is committed to developing, adopting, piloting, and implementing, teacher and school director evaluation and support systems that:

1. Use of a set of professional standards by which educators will be evaluated
2. Use diagnostic, formative, and summative evaluation processes that will provide information to guide and improve instruction.

3. Use a rating scale consisting of four (4) performance levels for teachers and five (5) for directors.
4. Use multiple measures of educator effectiveness that include student achievement and growth.
5. Include evaluations on a regular basis with cycles that are, differentiated for new and experienced educators.
6. Provide timely feedback and focused professional development opportunities that align with the results of with observations and performance evaluations, paying specific attention to the needs of educators determined to be in need of improvement
7. Use results from evaluations to inform personnel decisions as established in PRDE's relevant guidelines.

With regard to student growth, we provide a description of our growth evaluation model for Spanish Language Arts and mathematics in grades 4 through 8 under 1.C of this document. PRDE is currently working with a nationally recognized vendor to identify high quality options for measuring student achievement and evaluating growth in other grades and content areas. In those cases, PRDE will develop or adopt measures that reflect standards-based learning objectives and have demonstrable evidence of validity and reliability. PRDE will also develop or adopt a growth model for these cases that is appropriate for the data types and sources.

Final guidelines, regulations and evaluation instruments for teacher and school director evaluation systems will be finalized by December, 2014.

### **Develop and Revise Necessary Policies**

PRDE's efforts to create a new educator evaluation systems will be informed by two *Guidelines* that outline the processes for evaluating both teachers and school directors. These are: *Reglamento No. 8036* and *Reglamento No. 8035*, respectively. The new educator evaluation system will also be informed by Law 149 *Ley Orgánica del Departamento de Educación de Puerto Rico de Julio 15 de 1999* as amended.

Law 149 established the original design of teacher and school director evaluation systems. In June 2011, PRDE adopted the two Guidelines cited above, to allow for elements of an educator evaluation systems that were not originally defined in Law 149. The initial adoption of these new Guidelines made it possible for PRDE begin to revise its teacher and school director evaluation systems. PRDE's first accomplishments in this area include the development of new evaluation tools that were piloted in our 29 cohort I SIG schools.

In June 2012, the Puerto Rico Department of Education amended both Guidelines (*Reglamento No. 8036*, which was previously *Reglamento No. 8207* and *Reglamento No. 8035* which was previously *Reglamento No. 8208*). These amendments were intended to 1) allow for additional improvements to existing teacher and school director evaluation assessment instruments 2) formalize PRDE's support for educators' continuous professional growth, 3) establish goals for teacher and school director performance, and 4) foster compliance among all educators with efforts to improve students

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achievement and schools academic performance.

It should be noted that PRDE will also adhere to Law No. 170 of Uniform Administrative Procedures, the *Reglamento No 6743 del Personal Docente del DEPR* as amended by *Reglamento 7292* and *Reglamento 8037*, and *Reglamento No. 7565 de Medidas Correctivas y Acciones Disciplinarias*.

### **Engage Stakeholders in the Development of the Evaluation Tool**

During school year 2010-2011, evaluation experts from Institutions of Higher Education in Puerto Rico were engaged to support the process of revising PRDE's evaluation instruments. This committee of evaluation experts proposed items to be included in PRDE's new evaluation system. During school year 2011-2012, the PRDE conducted several meetings with teacher and school organization leaders to obtain input about the newly developed evaluation instruments. Next, the Office of the Undersecretary of Academic Affairs convened focus groups with school directors and teachers across all seven regions. A total of 34 school directors and 90 teachers participated in these focus groups. Feedback from the focus groups was also incorporated into the further development of these instruments.

Once the pilot results from our cohort I SIG schools are analyzed, these Guidelines will be reviewed again *and if needed additional amendments will be* discussed with teachers, school directors, superintendents, PRDE central office personnel, non-profit organizations as well as public and private institutions of higher education.

Going forward, PRDE will continue to use the established process of revising these Guidelines to define and build consensus around achieving a robust teacher and school director evaluation system.

### **Review Best Practices**

Current research on comprehensive teacher and school director evaluation systems identifies several elements that increase the effectiveness and success of these systems. These elements include: 1) start all performance evaluations with a clearly defined set of performance expectations, 2) ensure performance expectations are clearly reflected in the evaluation instrument, 3) collect data through performance observations, 4) provide formative opportunities to help employees improve their performance, and 5) hold a final culminating activity, such as a summative conference, to close the evaluation cycle. PRDE recognizes the merit in these recommendations and intends to develop evaluation systems that reflect these principles.

### **Test and Validate Evaluation Tools**

PRDE used current research, guidance from evaluation expert, input from stakeholders and administrative guidelines, to develop evaluation tools for use with teachers and school directors. These tools are currently being validated (2012-2013) through a pilot implementation in cohort I SIG schools (see attachment 16 regarding the evaluation implementation timeline). Data gathered from this pilot can be used to enhance future iterations of teacher and school director evaluation instruments and prepare for island-wide implementation. PRDE will continue using its pilot evaluation tools during 2013-2014 and 2014-2015. These pilots will be realized with priority schools, including all 50 SIG schools. It should be noted that growth models data will be incorporated into the piloting of new evaluation tools as soon as this data becomes available.

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### Define the Implementation Timeline

By 2015-2016 school year, PRDE will have a robust evaluation system that will be fully implemented in every public school. Each PRDE teacher will be evaluated and receive an annual performance rating based on four performance levels, and each school director will be evaluated and receive an annual performance rating based on five performance levels. These performance ratings will also be used to guide opportunities for professional growth and to form the basis for personnel decisions.

### Define the Evaluation Process

The PRDE will implement a cyclical evaluation process that is consistent with national teacher and school director evaluation trends as well as current thinking in this field of study. PRDE's cyclical evaluation process will include the following six steps:

1. form evaluation committees
2. schedule and conduct school and classroom visits
3. compile evidence of the teacher/school director's performance
4. Analyze standardized student academic achievement data
5. Analyze and synthesize all available performance information and compare to the pre-defined performance levels
6. Present and discuss the evaluation results with the teacher/school director and determine the need for additional support

### Incorporate Indicators of Student Growth

In accordance with the USDE documents entitled *ESEA Flexibility* and *ESEA Flexibility Frequently Asked Questions*, student growth will be an integral part of the PRDE evaluation systems. Starting in 2013-2014 school year as a pilot, 20% of these evaluations will be based on student growth data based on the results from the PPAA and PPEA for the tested subjects and grades. The Office of the Undersecretary of Academic Affairs will review this weighting for possible modification over time with feedback from stakeholders.

Key Milestones/Activities	Detailed Timeline	Party/Parties Responsible	Significant Obstacles
Implementation of a pilot version of the teacher evaluation system in the 29 SIG schools. The evaluation pilot will be analyzed and necessary revisions will be made in consultation with stakeholders.	2012-2013.	Office of School Improvement	Although delays are possible, PRDE anticipates that revisions to the current evaluation systems could be completed on time for the next evaluation cycle.

<p>Implementation of the teacher and school director evaluation system in a representative sample of all school grades and subjects assessed; 20% of the evaluation will be based on student performance data. Implementation will be analyzed and necessary revisions will be made in consultation with stakeholders.</p>	<p>2013-2014</p>	<p>Office of the Undersecretary of Academic Affairs  InDePM; ICAAE  School Districts</p>	
<p>Implementation of the teacher and school director evaluation system in a representative sample of all school grades and subjects assessed.</p>	<p>2014-2015</p>		
<p>Implementation of the teacher and school director evaluation system in all schools.</p>	<p>2015-2016</p>		<p>The implementation of the evaluation systems island-wide is contingent on the availability of valid assessments for all subjects and all teachers.</p>

**Provide Necessary Professional Development**

PRDE’s efforts to provide educators with professional development are informed by two administrative documents. These documents are 1) *Puerto Rico’s Professional Standards for Teachers 2008* and the *PRDE Profile of the School Director*. These documents establish the standards for effective teaching and leading that promote student learning and enhance professional practice. The documents define what high quality teaching and leading should look like in all PRDE’s K-12 schools.

PRDE’s Teacher’s Professional Development Institute (InDePM) developed the Professional Standards for Teachers in Puerto Rico in 2008. These standards were based on the National Board for Professional Teachers Standards and the Interstate New Teacher Assessment and Support Consortium. The eleven professional standards for teachers in Puerto Rico are as follows:

- Standard 1: Knowledge of the academic subject
- Standard 2: Teaching knowledge
- Standard 3: Instructional strategies
- Standard 4: Learning environment
- Standard 5: Diversity and special needs
- Standard 6: Evaluation and assessment
- Standard 7: Integration of technology

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- Standard 8: Communication and language
  - Standard 9: Family and community
  - Standard 10: Information gathering
  - Standard 11: Professional development

It should be noted that all professional development activities PRDE has been providing to teachers and school directors are consistent with the standards set forth in these administrative documents. This is true of all of the Centrally-planned professional development activities PRDE has discussed in Principle 1 and Principle 2. PRDE will monitor to ensure that PD Intervention Plans for teachers and school directors, as well as those that are included within schools CSP and school improvement plan or action plan, are guided by the PRDE's professional standards.

As it continues to develop its educator evaluation system, PRDE will continue to use its established administrative procedures to ensure that professional development activities 1) are planned, designed and structured to provide continuous opportunities to master content and 2) include strategies and the methodologies needed to improve student achievement. PRDE will expand existing procedures related to follow up and evaluation of the application of the acquired knowledge. Expansion of existing procedures will also include creating a method for validating that teacher and school director evaluations are tied to systems of support and opportunities for professional growth and that these supports are differentiated to meet the individual needs of specific personnel.

PRDE believes that these efforts will improve instruction and leadership in Puerto Rico's public schools.

### **Clarify Intended Use of Results from the Evaluation System**

The outputs of PRDE's evaluation system can be used to make decisions related to: 1) assignment of teachers to professional development courses, 2) determining eligibility for performance awards/incentives, 3) determining eligibility to serve in leadership roles at both the school and district level, 4) determining the need for individualized professional development plans that respond to identified areas of weakness, 5) assignment of a mentor.

Outputs of PRDE evaluation system will also be used to update personnel files to include performance evaluation information and to determine the need for reassignment to duties with less direct impact on students. PRDE is currently evaluating its policy and regulatory framework to identify changes that would be necessary to allow PRDE to take additional personnel actions.

### **The Teacher Evaluation System**

#### **Purpose**

Puerto Rico's teacher evaluation system will aim to:

- Improve student performance
  - Improve the quality of instruction in each of Puerto Rico's classrooms and schools.
  - Improve the teaching and learning process
  - Create more effective communication channels through which teachers can access feedback
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on their performance.

- Improve the system for providing staff development and training to teachers.
- Establish a comprehensive teacher evaluation system that includes teacher participation.
- Establish a comprehensive teacher evaluation system that will not only serve to effectively evaluate teachers but will also impact students' performance.

### **Highly Qualified Teachers**

Consistent with state and federal law, *Circular Letter 16-2011-2012* ensures that all students have access to highly qualified teachers. Accordingly, the PRDE aims to ensure that all of the teachers that teach the basic academic subjects meet the following requirements: hold at least a bachelor's degree, hold a regular teacher certificate, and have demonstrated competence in the subject that he/she teaches.

### **Overview of the System**

Puerto Rico's comprehensive teacher evaluation system will be consistent with ESEA flexibility requirements and will measure the teacher's performance both in direct and indirect teaching behaviors. In addition, this system includes seven other evaluation components including but not limited to:

1. Use of a set of professional standards by which educators will be evaluated, specifically *Puerto Rico's Professional Standards for Teachers 2008*.
2. Use diagnostic, formative, and summative evaluation processes that will provide information to guide and improve instruction.
3. Use a rating scale consisting of four (4) performance levels for teachers
4. Use multiple measures of educator effectiveness that include student achievement and growth.
5. Include evaluations on a regular basis with cycles that are, differentiated for new and experienced educators.
6. Provide timely feedback and focused professional development opportunities that align with the results of with observations and performance evaluations, paying specific attention to the needs of educators determined to be in need of improvement
7. Use results from evaluations to inform personnel decisions as established in PRDE's relevant guidelines. The comprehensive teacher evaluation system will be linked to a professional growth system that will provide supports to teachers with identified areas for improvement.

### **The Evaluation Rubric**

As indicated above, the current version of teacher evaluation tool is a working document. The current evaluation tool was created in collaboration with various stakeholders and included involvement and participation of teachers from Puerto Rico's four teacher representative groups, the *Asociación de Maestros, Únete, Educamos, and Educadores Puertorriqueños en Acción*. Additional stakeholders included groups cited in previous sections within Principle 3 and personnel from PRDE's Central, regional, and district levels.

The teacher evaluation rubric was designed using as framework the Puerto Rico Professional Standards for Teachers approved in 2008, which is based on the National Board for Professional Teachers Standards (NBPTS) and the Interstate New Teacher Assessment and Support Consortium. The evaluation instrument is organized into three major evaluation domains: (a) effective use of

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sound pedagogical techniques, (b) professional development tied to teacher performance, and (c) professional responsibilities of the teacher. Only domain one is further expanded into five indicators that reflect specific performance criteria upon which the teacher will be evaluated. The teacher rubric has fifty-four (54) indicators across these three categories: The teaching category includes *6 sub-categories and a total of 26 indicators* (Curricula (4 indicators), Planning of Learning (7 indicators), Reform Strategies (3 indicators), Learning Process (4 indicators), Evaluation of Learning (6 indicators), and Classroom Organization (2 indicators). The professional development category includes *1 category and 7 indicators*. The duties and responsibilities category includes *1 category and 21 indicators*.

Performance indicators articulated through the evaluation system are intended to focus all educators' attention on meeting the diverse needs of their students. Specific quality indicators included in the evaluation rubrics are intended to assist educators to develop an increasing understanding the diversity of their students, to identify students' unique needs, develop differentiated instructional strategies to meet those needs, and continually utilize data to assess the effectiveness of their strategies

The teacher evaluation rubric has a point scale of 100 and each indicator is scored between 3 and 0. A score of 3 indicates that the teacher exceeds expectations. A score of 2 indicates that the teacher meets expectations. A score of 1 indicates that the teacher partially meets expectations. A score of 0 indicates that the teacher does not meet expectations.

### **Teacher Evaluation Cycle**

As indicated above, PRDE's cyclical evaluation process will include the following six steps:

1. form evaluation committees
2. schedule and conduct school and classroom visits
3. compile evidence of the teacher performance
4. Analyze standardized student academic achievement data.
5. Analyze and synthesize all available performance information and compare to the pre-defined performance levels
6. Present and discuss the evaluation results with the teacher and determine the need for additional support

Implementation of each step within this cycle will be governed by procedures and is described in more detail below.

### ***Form the Evaluation Committee***

The Evaluation Committee can only be comprised of the School Director and the district level Academic Facilitator for a given teacher's subject area. Participation of the Academic Facilitator can be requested by the director or the teacher. The Evaluation Committee will ensure each teacher has a complete understanding of the evaluation process and the key dates associated with his/her evaluation before said evaluation takes place. PRDE strongly recommends that initial meetings between the teacher and Evaluation Committee should occur as early in the school year as possible. The Office of the Undersecretary of Academic Affairs is developing specific guidelines around when these meetings should occur.

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Consistent with *Reglamento 8207*, a school director will identify all district level Academic Facilitators that he/she may need to participate in the Evaluation Committee thirty (30) days before the beginning of the fall semester. It should be noted that academic facilitators of any subject area cannot visit the teacher by himself/herself. However, the school director can make the visit by himself/herself or be accompanied by the facilitator of the subject area.

### **Schedule and Conduct Classroom Visits**

The director will schedule coordinate the classroom visits during the school year. Sixty (60) days before the start of the fall school calendar, the school director (with or without assistance from the district level) will establish the classroom visit schedule to be followed during the upcoming academic year. The classroom visit schedule includes only the initial classroom visit. Changes to the schedule are allowed with a justifiable cause. Copies of annual evaluation schedules will be collected by individual school districts and provided to the Office of the Undersecretary of Academic Affairs and the Office of Federal Affairs.

Teachers will be provided with an orientation session that explains the evaluation procedure and receive a copy of the classroom visit schedule and the evaluation tool on or before (60) days from the beginning of the fall semester. All teachers that are appointed after the initial sixty (60) school days will receive an orientation regarding the evaluation procedure during their first ten (10) days in the school.

The frequency of the evaluations will occur as follows:

- New teachers and non-tenured teachers will be evaluated twice a year.
- Tenured teachers will be evaluated once every three years. Any tenured teacher rated as “Partially Meets” or “Does Not Meet” the expectations on their last evaluation will be evaluated twice a year until their performance improves.

Classroom observations will serve as basis for an analysis of the teacher’s understanding of the dispositions and skills required to be an effective teacher. The observation will be conducted using the evaluation rubric discussed above.

The initial classroom visit is used to diagnose each teacher’s strengths and areas in need of improvement. The results of this visit are shared and discussed with the teacher. During this discussion, the teacher and the school director 1) set performance goals and 2) plan for a second observation.

The second classroom visit is scheduled based on the amount of time necessary to assess the teacher’s attainment of the goals set at the end to the first visit. After the second visit is conducted, the results are also shared with the teacher. If the teacher obtains a performance level of “partially meets expectations” then he/she has the option to request a third observation. The third observation will be used as a summative assessment.

### **Compile Evidence Of The Teacher Performance**

The school director or evaluation committee will compile evidence of the teachers’ performance. This evidence should include classroom observation data and student performance data. Only data from

the current academic year can be compiled for an annual evaluation. School directors and/or Evaluation Committees must ensure that there is sufficient data to make a reasonable assessment of the teacher's performance across all 54 elements included in the evaluation rubric. In addition, school directors and/or Evaluation Committees must ensure that there is sufficient data to make a reasonable determination of the teacher's present performance level.

**Analyze Standardized Student Academic Achievement Data (Current)**

As has been indicated, the guidelines for the teacher evaluation system include a student growth component. PRDE is still working to finalize details related to attribution of student performance to teachers individual evaluations. In every instance, a minimum of 20% of the overall teacher evaluation will be based on student growth data based on either results from the PPAA and PPEA island-wide assessments currently in place or the formative assessments that will be developed and implemented by 2015-2016. PRDE will continue its pilot efforts for determining the right weight for student achievement scores for teachers that 1) teach multiple subjects, 2) teach non-tested subjects/grades and/or 3) share responsibility for LSP and SWD subgroups. The Office of the Undersecretary of Academic Affairs will engage stakeholders throughout this process and gather feedback from teachers and school directors regarding the impact and effects of this weighting.

**Analyze Standardized Student Academic Achievement Data (Future)**

In addition to developing and implementing a growth model that can be used with PRDE's current state assessments, the PRDE in consultation with the PRDE Technical Advisory Committee (TAC) and guidance from expert sources will explore a series of assessment methods that can enable PRDE to develop appropriate assessments that make it possible to incorporate a measure of student growth in evaluations of teachers teaching non-tested grades and subjects. These measures should be compatible with the data types and sources implemented in these currently non-tested grades and content areas and consistent with the definition of student growth in the ESEA Flexibility document (or any document that ED may publish to supersede that document).

In coordination with the TAC, PRDE's Standards and Assessment Unit and the Academic Program Directors will conduct a rigorous analysis of the standards for the non-core content areas and grades to identify an appropriate assessment method that incorporates a student growth model for each. PRDE's Standards and Assessment Unit will then work with the relevant academic programs to develop the corresponding assessment instruments. These may include Performance Tasks administered during the school year using curricular maps as a basis, different types of Portfolios and the use of other types of formative assessments. In all content areas where it may be feasible a standardized assessment will be developed.

A general timeline for assessment development for non-core content areas and grade levels is below:

Key milestones or activities	Detailed timeline	Party or parties responsible
RFP for developing formative assessments and/or other appropriate assessments for the non-tested grades and subjects	2013-2014 school year	Standards & Assessment Unit; OFA; Auxiliary Secretary of Academic

		Services
Formative assessments and/or other appropriate assessments field test and revision	2014-2015 school year	Vendor and Standards & Assessment Unit
Implementation of the new formative assessment and/or other appropriate assessments for the non-tested subject and grades	2015-2016 school year	Vendor and Standards & Assessment Unit

Formative assessments will consist of pre- and post-tests to measure students' individual growth per semester. PRDE will contract an external provider to lead the logistics of the assessment development process where PRDE teachers, academic facilitators and academic program directors will develop together the assessments aligned to the new standards. PRDE teachers will have the opportunity to identify and create the instruments consistent with their subject matter and grades taught. PRDE will establish SLOs and, after the administration of the pre-tests, academic facilitators will analyze the results with teachers and design an academic work plan based on the identified needs. During this process, teachers will receive technical assistance through coaching and mentoring to support them in achieving the SLOs. Pre-tests and post-tests will be administered twice per school year: pre-tests in August and January, post-tests in December and May.

PRDE will issue an RFP to begin the development of the formative assessments during the 2013-2014 school year and will begin field testing in 2014-2015. By 2015-2016, operational formative assessments will be available to evaluate individual student academic growth. This proposal was discussed with the TAC at our most recent meeting (June 2013). The TAC evaluated and approved the methodology proposed in light of the formative assessments currently being used in States with approved ESEA Flexibility plans. A proposed series of milestones for the development of these assessments appears below:

- Month 1: Engage vendor to create assessments; solicit teacher engagement/application and ensure representation for all regions, districts and schools from all categories
- Month 2: develop timeline to engage teachers in process of developing formative assessments; plan professional development; schedule educator professional development;
- Month 3: hold PD session; teachers have 30 days to test out new assessment practices;
- Month 4: hold PD session and gather feedback; teachers have 30 days to continue to test out assessment practices
- Month 5: determine which subject areas should be addressed first; develop timeline for each subject area and grade; estimate costs;
- Month 6 : determine where timeline acceleration might be needed; identify pain points
- Month 7-10: complete round 1 of item development with teacher participation component led by vendor; assess at end of this period/milestone

**Analyze And Synthesize All Available Performance Information And Compare To The Pre-Defined Performance Levels**

PRDE's teacher evaluation system requires that all teachers comply with the functions established under Law Number 149 of July 15, 1999, as amended, and the norms and regulations of the

Department. All teachers are subject to an evaluation of their performance in their professional functions. PRDE's evaluation system is designed to encourage ongoing professional development of our educators and enrich the quality of the teaching and learning in each school. PRDE's evaluation system was designed, and will be implemented, in ways that benefit the academic achievement of Puerto Rico's public school students.

PRDE has defined performance level expectations that facilitate the categorization and management of teacher performance across the public education system. In alignment with the objectives stated in *Reglamento 8036* as amended by *Reglamento 8207* PRDE will apply the performance level descriptions presented below when implementing its teacher evaluation system. School directors and/or Evaluation Committees must use available data collected through the evaluation process to justify the selection of a performance levels.

- **Exceeds Expectations:** A teacher who scores between 100% and 95%. A teacher that scores at this level demonstrates a performance that consistently exceeds the expectations for each factor included in the evaluation. A teacher that *exceeds expectations* usually demonstrates a wide spectrum of effective instructional behaviors. The PRDE will encourage these teachers to participate in professional development activities as resources or serve as mentors to their peers. In addition, if funds are available, teachers could be rewarded or incentivized to make additional, meaningful contributions to PRDE's system by supporting the dissemination of the effective practices they use.
- **Meets Expectations:** A teacher who scores between 94% and 80%. A teacher that scores at this level demonstrates adequate professional performance the expectations for each factor included in the evaluation. A teacher that *meets expectations* is executing the responsibilities associated with his/her teaching role but their overall performance is not exceptional and could be improved. The PRDE will encourage these teachers to participate in professional development activities through the development of individualized professional development plans. In addition, PRDE will encourage these teachers the option of partnering with teachers in their school that have been identified as exceeding expectations
- **Partially Meets Expectation:** A teacher who scores between 79% and 70%. A teacher that scores at this level demonstrates professional performance does not consistently satisfy the expectations for each factor included in the evaluation. Teachers that *partially meet expectations* has some deficiencies that influence their ability to demonstrate a wide spectrum of effective instructional behaviors but these deficiencies can be remediated. PRDE will require these teachers to develop a two year individualized professional development plan that specifies unique professional development activities that correspond to the observed performance weaknesses. PRDE will set interim performance expectations to track individual progress in improving their instructional practice.
- **Does Not Meet Expectation:** A teacher who scores lower than 69%. A teacher that scores at this level evidences demonstrates significant deficiencies on the expectations for each factor included in the evaluation. Teachers that *do not meet expectations* lack critical skills and abilities necessary to be an effective teacher and these deficiencies significantly affect the teacher's ability to execute his/her professional responsibilities teaching role. PRDE will require these teachers to develop a two year individualized professional development plan that specifies an integrated and comprehensive set of professional development activities that correspond to both global and specific performance weaknesses. PRDE will set quarterly

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performance expectations for these teachers to track individual progress in improving their instructional practice.

The above mentioned levels and descriptions are subject to change based on 1) feedback and recommendations from stakeholders and 2) continued development of PRDE's educator evaluation system

As has been indicated, All proposed professional development activities will be aligned with *Puerto Rico's Teachers' Professional Standards*. School Directors are responsible for ensuring teachers' compliance with their individual Intervention Plans. Individual professional development plans will be discussed with the teacher and evidence of progress will be required. Teachers who are rated as "Partially meet" or "Do Not Meet" the level of execution expected will be subjected to the corresponding personnel actions which range from written warnings to suspensions that lead up to separation from employment for demonstrable unsatisfactory job performance. Disciplinary actions will be imposed only after the term for the completion of the PD Intervention Plan has been completed or expired.

### **Present And Discuss The Evaluation Results With The Teacher And Determine The Need For Additional Support**

Feedback is an integral component of an effective teacher evaluation and support systems. The results of the evaluation of teacher performance will be shared with each teacher. Teachers will be provided with a summary of a) areas of strength, b) teacher needs, c) areas in need of improvement, and d) recommendations that the teacher should consider implementing to improve his/her practice. A copy of the evaluation instrument used for the summative evaluation will also be given to the teacher. This feedback will be given in a timely manner and teachers will receive feedback on their performance throughout the school year so that they can take action to improve their practices immediately.

Consistent with national trends in evaluation systems, a final conference with the teacher will also be held towards the end of the year. PRDE believes these "end of year" conferences are important and provide educators with an opportunity to reflect on the professional growth they have realized during the course of the year. The teacher will have ten (10) days from the day of the conference to present comments on the results of the evaluation to the evaluation committee. The evaluation, including the comments of the teacher will be forwarded to the Auxiliary Secretary of Human Resources and filed with the Puerto Rico Department of Education.

Individual Copies of teacher evaluations will also be provided to the Office of the Undersecretary of Academic Affairs so that system-wide analyses of teacher performance can be conducted. As indicated above, the school director will develop a two year Professional Development Intervention Plan for the teachers that "Partially Meet" or "Do Not Meet" the expectations. The plan will indicate the professional development activities the teacher will participate to foster growth and strengthen the areas identified in need of improvement as indicated in the Evaluation Report and the Guide to Classroom Visits: Diagnostics, Formative/Summative. Copies of these professional development plans will also be provided to the Office of Academic Affairs so that the appropriate analyses of teachers' professional development needs can be better understood and tracked.

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## **The School Director Evaluation System**

### **Purpose**

Puerto Rico's school director evaluation system will aim to:

- Maximize the efficiency and effectiveness of the use of all resources within the PRDE system.
- Improve school director effectiveness
- Provide professional development opportunities for school directors.
- Establish the model for improving teaching and learning processes through changes in school directors' instructional leadership.
- Establish a system that shows the relationship between the work of the school director, teacher performance, and student achievement.
- Serve as the basis for personnel decisions.
- Create a mechanism for coordinating the practice of instructional leadership across school districts in order to improve teaching and learning process.
- Align PRDE's execution of instructional leadership with national standards for school administrators such as the Interstate School Leaders Licensure Consortium (ISLIC) 2008 standards.

### **Overview of the System**

Puerto Rico's comprehensive school director evaluation system will also be consistent with ESEA flexibility requirements and will capture, in rich detail, the work of the school director performing those instructional leadership actions that directly impact student performance (i.e., mentoring, coaching, and working directly with teachers and students). Measures of student growth will be an integral part of this evaluation system. Student academic growth will be the primary measure.

This evaluation system includes seven other evaluation components including but not limited to:

1. Use of a set of professional standards by which educators will be evaluated, specifically PRDE profile of school director
  2. Use diagnostic, formative, and summative evaluation processes that will provide information to guide and improve instruction
  3. Use a rating scale consisting of four (4) performance levels
  4. Use multiple measures of educator effectiveness that include student achievement and growth
  5. Include evaluations on a regular basis with cycles that are, differentiated for new and experienced educators
  6. Provide timely feedback and focused professional development opportunities that align with the results of with observations and performance evaluations, paying specific attention to the
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needs of educators determined to be in need of improvement

7. Use results from evaluations to inform personnel decisions as established in PRDE's relevant guidelines. The comprehensive school director evaluation system will be linked to a professional growth system that will provide supports to educators with identified areas for improvement

### **The Evaluation Rubric**

The process used to develop the school director evaluation rubric was exactly the same as the process used to develop the teacher evaluation rubric. This process included participation of evaluation experts, teachers, directors and other stakeholders and involved several meetings over the course of two years. A total of 34 school directors participated in these focus groups. Feedback from these focus groups was also incorporated into the further development of these instruments.

The school director evaluation rubric was designed using as a framework PRDE's Profile of the School Director and is consistent with ISLIC standards. The school director evaluation tool is divided into three major domains including: (a) school director instructional leadership, (b) school director administrative leadership, and (c) school director organizational management and ethics. The school director evaluation rubric has 46 indicators organized in three categories. The Leadership category has 17 indicators; the Administration category has 20 indicators, and the Organization and Ethical Performance category has 9 indicators.

Performance indicators articulated through the evaluation system are intended to focus all educators' attention on meeting the diverse needs of their students. Specific quality indicators included in the evaluation rubrics are intended to assist educators to develop an increasing understanding the diversity of their students, to identify students' unique needs, develop differentiated instructional strategies to meet those needs, and continually utilize data to assess the effectiveness of their strategies.

The school director evaluation rubric has a point scale of 100 and each indicator is scored between 4 and 0. A score of 4 corresponds to "Excellent" performance; a score of 3 corresponds to "Good" performance; a score of 2 corresponds to "Average" performance; a score of 1 corresponds to "Below Average" performance, and a score of 0 indicates "Deficient" performance.

### **School Director Evaluation Cycle**

The school director annual evaluation cycle will consist of seven components:

1. Form evaluation committees
2. schedule and conduct school visits
3. compile evidence of the School Director performance
4. Analyze standardized student academic achievement data
5. Analyze and synthesize all available performance information and compare to the pre-defined performance levels
6. Present and discuss the evaluation results with the School Director and determine the need for additional support

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### **Form Evaluation Committee**

The school director evaluation committee will consist of a maximum of three members, all of whom will be School District Superintendents. The Evaluation Committee will ensure each school director has a complete understanding of the evaluation process and the key dates associated with his/her evaluation before said evaluation takes place. PRDE strongly recommends that initial meetings between the school director and Evaluation Committee occur as early in the school year as possible. The Office of the Undersecretary of Academic Affairs is developing specific guidelines around when these meetings should occur.

Consistent with *Reglamento 8208*, the district superintendent will identify and appoint the necessary members of the Evaluation Committee thirty (30) days before the beginning of the fall semester.

### **Schedule and Conduct School Visits**

The district superintendent will schedule coordinate the school visits during the school year. Sixty (60) days before the start of the fall school calendar, the district superintendent (with or without assistance from the Evaluation Committee) will establish the school visit schedule to be followed during the upcoming academic year. The school visit schedule includes only the initial classroom visit. Changes to the schedule are allowed with a justifiable cause. Copies of annual school evaluation schedules will be collected by the Office of the Undersecretary of Academic Affairs.

School Directors will be provided with an orientation session that explains the evaluation procedure and receive a copy of the school visit schedule and the evaluation guide on or before (60) days from the beginning of the fall semester. All school directors that are appointed after the initial sixty (60) school days will receive an orientation regarding the evaluation procedure during their first ten (10) days in of being in the school director position.

The frequency of the evaluations will occur as follows:

- New directors and directors with a probationary status will be evaluated twice a year.
- Tenured directors will be evaluated at least once a year. Any tenured director rated as "Average", "Below Average" or "Deficient" on their last evaluation will be evaluated twice a year until performance improves.

Currently, the regulations guiding the school director evaluation process require that each school director receive a minimum of two on-site school observations/visits. The dates/times of these observations/visits must be mutually agreed upon by the school director and the members of the Evaluation Committee. It is PRDE's goal that these observations/visits effectively capture, measure, and provide feedback on the school director's instructional leadership behaviors that directly impact student performance. Each observation of school director's performance will be conducted at the school when he or she is in direct contact with teachers, faculty, staff, students, and other members of the learning community. In addition, these observations will be conducted in a manner consistent with the evaluation objectives, criteria, and other instructional leadership actions that haven an impact on the teaching and learning process. The proposed criteria consist of the following three domains that are included in the school director evaluation rubric discussed in detail above

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### **Compile Evidence of the School Director's Performance**

The Evaluation Committee will compile evidence of the school director's performance. This evidence should include school observation data and student performance data. Only data from the current academic year can be compiled for an annual evaluation. The Evaluation Committees must ensure that there is sufficient data to make a reasonable assessment of the school director's performance across all 46 elements included in the evaluation rubric. In addition, the Evaluation Committees must ensure that there is sufficient data to make a reasonable determination of the school director's present performance level.

### **Analyze Standardized Student Academic Achievement Data (Present)**

The evaluation committee will analyze the results from the evaluation collaboratively with school directors. This analysis should include all the data gathered including an analysis of student growth.

As has been indicated, the guidelines for the school director evaluation system include a student growth component. PRDE is still working to finalize details related to attribution of student performance to school director's individual evaluations. In every instance, beginning in the 2013-2014 school year, a minimum of 20% of the overall school director evaluation will be based on student growth data based on results from the PPAA and PPEA assessments. PRDE will continue its pilot efforts to determine the right weight for student growth scores for school directors to ensure that all relevant factors are considered and accounted for. The Office of the Undersecretary of Academic Affairs will engage stakeholders throughout this process and gather feedback from teachers and school directors regarding the impact and effects of this weighting.

### **Analyze Standardized Student Academic Achievement Data (Future)**

In addition to developing and implementing a growth model that can be used with PRDE's current state assessments, the PRDE in consultation with the PRDE Technical Advisory Committee (TAC) will explore a series of assessment methods that can enable PRDE to develop appropriate assessments that make it possible to incorporate a measure of student growth in evaluations of teachers teaching non-tested grades and subjects.

In coordination with the TAC, PRDE's Standards and Assessment Unit and the Academic Program Directors will conduct a rigorous analysis of the standards for the non-core content areas and grades to identify an appropriate assessment method that incorporates a student growth model for each. PRDE's Standards and Assessment Unit will then work with the relevant academic programs to develop the corresponding assessment instruments. These may include Performance Tasks administered during the school year using curricular maps as a basis, different types of Portfolios and the use of other types of formative assessments. In all content areas where it may be feasible a standardized assessment will be developed.

In addition, PRDE will work to partner with Regional Centers and other experts to develop assessments for grades and subjects in which assessments are not required or readily available. PRDE will actively seek guidance from expert sources, including ED, with respect to appropriate student growth measures that are compatible with the data types and sources implemented in these currently

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non-tested grades and content areas and are consistent with the definition of student growth in the ESEA Flexibility document (or any document that ED may publish to supersede that document). The development of these assessments will be done in such a way that they can be used with all teachers and are appropriate for use with LSP and students with disabilities.

A general timeline for assessment development for non-core content areas and grade levels is below:

Key milestones or activities	Detailed timeline	Party or parties responsible
RFP for developing formative assessments and/or other appropriate assessments for the non-tested grades and subjects	2013-2014 school year	Standards & Assessment Unit; OFA; Auxiliary Secretary of Academic Services
Formative assessments and/or other appropriate assessments field test and revision	2014-2015 school year	Vendor and Standards & Assessment Unit
Implementation of the new formative assessment and/or other appropriate assessments for the non-tested subject and grades	2015-2016 school year	Vendor and Standards & Assessment Unit

### Analyze And Synthesize All Available Performance Information And Compare To The Pre-Defined Performance Levels

PRDE has defined performance level expectations that facilitate the categorization and management of school director performance across the public education system. In alignment with the objectives stated in *Reglamento No. 8035* which was previously *Reglamento No. 8208*. PRDE will apply the performance level descriptions presented below when implementing its school director evaluation system. Evaluation Committees must use available data collected through the evaluation process to justify the selection of a performance levels.

Each school director will receive an evaluation rating that is divided into five (5) rating levels listed below ranging from most effective to least effective:

- Excellent** - A school director who scores between 100% and 90% in each criteria. A school director that scores at this level demonstrates a performance that *consistently exceeds the expectations* for each factor included in the evaluation. A school director that *exceeds expectations* usually demonstrates a positive influence in others, is a team player and leads efforts to reach academic and administrative excellence. The PRDE will encourage these school directors to participate in professional development activities and serve as resources or serve as mentors to their peers. In addition, if funds are available, school directors could be rewarded or incentivized to make additional, meaningful contributions to PRDE's system by supporting the dissemination of the effective practices they use.
- Good**- A school director who scores between 89% and 80% in each criteria. A school director that scores at this level demonstrates a performance that *meets the expectations* for each factor included in the evaluation. In addition, a director at this level shows understanding of his/her day to day duties and has the capacity to work in a team. The PRDE will encourage these school directors to participate in professional development activities through the

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development of individualized professional development plans. In addition, PRDE will encourage these school directors the option of partnering with school directors in their districts that have been identified as exceeding expectations

- **Average-** A school director who score falls between 79% and 70% in each criteria. A school director that scores at this level demonstrates a performance that *occasionally meets the expectations* for each factor included in the evaluation. Although he/she knows his/her duties and responsibilities, this director does not perform these duties at their full extent. PRDE will require these school directors to develop a two year individualized professional development plan that specifies unique professional development activities that correspond to the observed performance weaknesses. PRDE will set interim performance expectations to track individual progress in improving their instructional practice. This oversight will be provided by district superintendents
- **Below Average-** A school director who score falls between 69% and 60% in each criteria. A school director that scores at this level demonstrates a performance that *does not meet the expectations* for each factor included in the evaluation. A school director performing at this level needs professional assistance to develop effective instructional leadership skills. His/her performance demonstrates a minimal understanding of what is necessary to lead a school effectively. PRDE will require these school directors to develop a two year individualized professional development plan that specifies an integrated and comprehensive set of professional development activities that correspond to both global and specific performance weaknesses. PRDE will set quarterly performance expectations for these teachers to track individual progress in improving their instructional practice. The PRDE could also take further disciplinary actions to safeguard the students' achievement.
- **Deficient** - A school director who scores between 59% and 0% in each criteria. A school director scoring at this level does not show evidence of administrative, academic and fiscal skills. There is no evidence of efficiency to lead the school and does not work collaboratively with the personnel in his/her school. PRDE will require these school directors to develop a two year individualized professional development plan that specifies an integrated and comprehensive set of professional development activities that correspond to both global and specific performance weaknesses. PRDE will set quarterly performance expectations for these teachers to track individual progress in improving their instructional practice. In addition, PRDE will assign a District Superintendent to work with the school director on sight at least 40% of the time. The PRDE could also take further disciplinary actions to safeguard the students' achievement.

The above mentioned levels and descriptions are subject to change based on 1) feedback and recommendations from stakeholders and 2) continued development of PRDE's educator evaluation system

### **Present And Discuss The Evaluation Results With The Teacher And Determine The Need For Additional Support**

As is true with PRDE's teacher evaluation systems, PRDE believes that feedback should be an integral component of an effective administrator evaluation and support systems. Consistent feedback as defined in the guidelines for the new evaluation system will be provided on a regular basis. School directors will be provided with feedback that includes a description of their (a) areas of strength, (b) professional development needs, (c) skills in need of improvement, and (d) recommendations for improving their practice.

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A copy of the evaluation instrument used for the summative evaluation will also be given to the teacher. This feedback will be given in a timely manner and teachers will receive feedback on their performance throughout the school year so that they can take action to improve their practices immediately.

Consistent with national trends in evaluation systems, a final conference with the school director will also be held toward the end of the year. PRDE believes these “end of year” conferences are important and provide educators with an opportunity to reflect on the professional growth they have realized during the course of the year. The school director will have ten (10) days from the day of the conference to present comments on the results of the evaluation to the Evaluation Committee. The evaluation, including the comments of the school director will be forwarded to the Auxiliary Secretary of Human Resources and filed with the Puerto Rico Department of Education. The Auxiliary Secretary for Human Resources and/or PRDE’s Legal division is responsible for executing corresponding personnel actions which range from written warnings to suspensions that lead up to separation from employment for demonstrable unsatisfactory job performance.

Copies of school director evaluations will also be provided Individual Districts to the Office of the Undersecretary of Academic Affairs so that system-wide analyses of school director performance can be conducted. As indicated above, the District Superintendent will develop a two year Professional Development Intervention Plan for the school directors that score at or below the “Average” performance level. The plan will indicate the professional development activities the school director will participate to foster growth and strengthen the areas identified in need of improvement as indicated in the Evaluation Report and the Guide to Classroom Visits: Diagnostics, Formative/Summative. Copies of these professional development plans will also be provided to the Office of Academic Affairs so that the appropriate analyses of school directors’ professional development needs can be better understood and tracked.

**3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS**

3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

As previously discussed, PRDE is a unitary system serving as both the state educational agency (SEA) and a single local educational agency (LEA). The forgoing description of the educator evaluation system has been designed by PRDE’s Central level, in collaboration with stakeholders throughout the Puerto Rico public education system. It’s implementation is directed by Central level staff similar to how LEAs conduct implementation in other States.

In order to fulfill the SEA level responsibilities, PRDE’s Office of Academic Affairs and Office of Federal Affairs will hold quarterly meetings with Regional and District staff to track the degree of implementation at the school level. The implementation timeline below indicates that PRDE will begin by implementing the new evaluation tools with the cohort I SIG schools. Stakeholders from these schools will provide feedback on the evaluation system based on their experiences. Within 3 months, PRDE will incorporate this feedback, update the related user manual and expand the implementation of

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the second version of the evaluation tool with an increased number of schools. The oversight and monitoring systems PRDE has designed for each category of schools has been described in the previous section. These same oversight and monitoring mechanisms will also be used to track implementation of the use of the tool for each group of schools as indicated below. Once PRDE's Flexibility Waiver is approved, PRDE will work with US Department of Education staff to modify timelines as needed to ensure compliance with ESEA Flexibility requirements.

- 2012-2013: cohort I SIG schools
- 2013-2014: all priority schools and focus and/or reward schools that volunteer
- 2014-2015: all priority schools, all focus schools and all reward schools;
- 2015-2016: all schools

Implementation and barriers that are affecting schools' efforts to use these new systems will be documented and reported through these existing channels. To fulfill its SEA role, PRDE's OAA and OFA staff will meet twice a year with staff responsible for oversight of interventions in these schools. These meetings are in addition to the stakeholder focus groups described below. Progress will be reported and significant system-wide barriers for implementation will be discussed with the Secretary at the end of the year. PRDE recognizes and is prepared to work diligently to address possible barriers such as: limited understanding of the new system, ineffective rating categories, delays in the development of other assessments and/or delays in fine tuning growth scores. Recommendations for removing barriers through administrative or management changes will be proposed at the beginning of each new school year. PRDE will also seek out experts in these areas to help facilitate full and timely implementation.

The PRDE is committed to teacher and school director evaluation systems that are not only consistent with the requirements of ESEA flexibility as outlined by the USDE, but also reflect current national trends in the area of teacher and school director evaluation. The PRDE also recognizes that these systems may need to be adjusted throughout the development process. PRDE is committed to continuing to engage members of the immediate learning community and other educational stakeholders that act as partners in Puerto Rico's public school system. PRDE believes that involvement of diverse stakeholders in the process of improving these guidelines will provide the PRDE with advantages that will help to ensure the success and sustainability of a new comprehensive educator evaluation system. Stakeholder involvement is important because it will help establish shared ownership of the evaluation system and the instruments that are used to conduct the evaluations. Stakeholder involvement will also create a reciprocal process whereby stakeholders will have the opportunity to impact the quality of the decision-making process as well as benefit from the decisions made. In addition, engaging the stakeholders who know and experience the educational environment is critical so that all data considered in the development process responds to the educational setting. This contextualization will also reflect the collective will of the PRDE, the PR public school system, and the communities served.

As has been indicated, PRDE is piloting recently created evaluation tools with cohort I SIG schools. Moving forward from this starting point, PRDE expects it will need to develop additional tools that strengthen the quality of our evaluation system. These tools may include enhanced evaluation instruments and professional development plan templates. PRDE will review and possibly revise, to improve our educator evaluation systems every two years. When modifications are required and appropriate, the PRDE will follow the processes outlined in the sections below. An overview of the full

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plan to develop, adopt and implement the teacher and school director evaluation systems is presented in the following table.

<b>Key milestones or activities</b>	<b>Detailed timeline</b>	<b>Party or parties responsible</b>	<b>Evidence</b>
Pilot to validate the teacher's evaluation system in 29 SIG schools	2012-2013 school year	Office of School Improvement; Office of the Undersecretary of Academic Affairs; InDePM	Evaluations completed by school directors and other relevant documentation
Focus groups with teachers and school directors of the 29 SIG schools to review the evaluation system.	2012-2013 school year	Office of School Improvement; Office of the Undersecretary of Academic Affairs; InDePM	Focus group discussion guidelines; summaries of focus group discussions; attendance sheets
Focus groups with different stakeholders to review and revise teacher and school director evaluation systems.	Summer 2013	Office of the Undersecretary of Academic Affairs; InDePM; ICAEE	Focus group discussion guidelines; summaries of focus group discussions; attendance sheets
Revision of the guidelines/regulations and evaluation instruments for teachers and directors.	August-December 2013	Undersecretary of Academic Affairs; InDePM; ICAEE; Auxiliary Secretary of Academic Services	Agenda, minutes, agreements, attendance sheets, revised documents
Dissemination of revised documents related to teacher and school director evaluation systems to all sectors for feedback based on their experience and theoretical knowledge.	August-December 2013	Office of the Undersecretary of Academic Affairs; InDePM; ICAEE; Auxiliary Secretary of Academic Services	Copies of documents disseminated and official communications
Orientation to academic staff, parents and other stakeholders on the teacher and school director evaluation systems.	2013-2014 school year	Office of the Undersecretary of Academic Affairs; InDePM; ICAEE;	Copies of documents disseminated, official communications and attendance sheets
Pilot implementation of the teacher and school director evaluation systems in a representative sample of schools including the growth model of student achievement.	2013-2014	Office of the Undersecretary of Academic Affairs; InDePM; ICAEE; School Districts	Evaluations completed by school directors and other relevant documentation
Continue to seek input from stakeholders	2013-2014	Office of the Undersecretary of	Focus group discussion guidelines; summaries

		Academic Affairs; InDePM; ICAAE	of focus group discussions; attendance sheets
Continue pilot implementation of the teacher and school director evaluation systems in a representative sample of schools including.	2014-2015	Office of the Undersecretary of Academic Affairs; InDePM; ICAAE; School Districts	Evaluations completed by school directors and other relevant documentation
Implementation of teacher and school director evaluation systems island-wide.	2015-2016	Office of the Undersecretary of Academic Affairs; InDePM; ICAAE; School Districts	Evaluations completed by school directors and other relevant documentation

**Evaluation Systems**

**Overview of Evaluation Review Procedures**

As has been detailed under the Teacher and School Director implementation steps outlined above, PRDE will monitor implementation of the new evaluation systems. Specifically, PRDE states it will forward results from educators’ evaluations, to the Auxiliary Secretary of Human Resources, which is responsible for executing corresponding personnel actions which range from written warnings to suspensions that lead up to separation from employment for demonstrable unsatisfactory job performance. PRDE also states that it will forward copies of educator evaluations to the Office the Undersecretary of Academic Affairs so that system-wide analyses of school director performance can be conducted The Office of Academic Affairs will collect data such as the number of educators assigned to each performance evaluation rating, retention rating, and student performance outcomes correlated to performance evaluation ratings at the school and district levels. PRDE will also explore other uses of information about educator effectiveness to facilitate additional system-wide improvements in teaching and learning. PRDE’s evaluation system support effective instructional practice to ensure that all students, including LSPs and students with disabilities, develop academic language to experience success in academic core curriculum.

As has been indicated PRDE will use data from the teacher and school director evaluation pilots along with feedback from focus group meetings to revise its evaluation instruments. Revised evaluation instruments would be presented at another round of focus group meetings to allow for stakeholder review, comment and buy-in.

PRDE envisions that revisions to current evaluation instruments would include an expansion of each of the domains currently included in the teacher and school director tools. PRDE will explore the benefits of, further defining the specific performance requirements for both the teacher and the school director in each of these domains. It should be noted that PRDE will be careful not to create evaluation tools that are too cumbersome to be effective. PRDE also hopes to further refine its evaluation system in ways that would allow for a more objective, and quantitative, evaluation of performance of both teachers and school directors within each domain. Again, any proposed revisions to PRDE’s evaluation instruments would be shared with evaluation experts and internal and external stakeholders. The Office of the Undersecretary of Academic Affairs would be responsible for leading efforts to revise PRDE’s educator evaluation system.

### **Advisory Committee on Teacher & School Director Evaluation Systems**

The Secretary will designate distinguished and experienced members of the Island's Education and Private sectors to serve on an Educator Quality Advisory Committee to provide consultation and input on revising applicable regulations, evaluation guidelines and instruments. This committee will be constituted during the 2013-2014 school year as the teacher and school director evaluation systems are piloted. PRDE believes the use of an Advisory Committee will help ensure that Puerto Rico's evaluation systems are appropriate and fair, and that a diverse group of stakeholders are engaged in the revision process. The members of this Advisory Committee will at a minimum consist of stakeholders from the following groups: (a) key PRDE personnel (b) university and nationally recognized experts in the area of teacher and school director evaluation, (c) the Council on Education of Puerto Rico, (d) teacher and school director representative organizations, (e) parent representative, (f) special Education parent representative, (g) Representative from the private business sector.

### **Plan to Review of Current Educator Evaluation Tools**

The Office of School Improvement will convene focus groups to review the pilot implementation of teacher and school director evaluations. Each focus group will consist of no more than 10 members from the educational community and could include teachers, school directors, academic facilitators, and parents. These members will come directly from the 29 cohort I SIG schools that are piloting the teacher and school director evaluation tools. PRDE values the feedback from participants in the piloting of our new educator evaluation tools. PRDE will leverage the insights and experiences from these individuals to inform revisions to the evaluation instruments, implementation templates, and/or administrative guidelines. Additional focus groups with selected practitioners from across the seven regions to obtain information about the perceived validity of these instruments. Participants will be asked to provide feedback on the content of the observation instruments as well as the professional growth plan templates.

The Office of School Improvement in collaboration with the Office of the Undersecretary of Academic Affairs will analyze input gathered during all focus groups and share all results with the Office of the Undersecretary of Academic Affairs. The Office of School Improvement has developed a method to code and organize data obtained from these focus group into meaningful categories of recurring themes. Specific attention will be paid to the alignment of the instruments with the professional standards, knowledge, skills, and dispositions the instruments are meant to address.

From a research and development perspective, a focus group methodology offers PRDE the advantages of developing and implementation of comprehensive educator evaluation system that reflects teacher and school director feedback. More specifically, focus groups will allow the PRDE to gain a variety of perspectives that will provide a balanced viewpoint on the instruments being piloted. These focus groups will also enable PRDE to ensure that stakeholders have the opportunity to provide their perspective, hear what others have to say and consider one's own views within the context of others.

### **Support Systems**

#### **Professional Growth Plans**

Research indicates that poor teacher and/or school director performance can result in low student achievement. As such, PRDE will ensure that any educator who is not determined to be performing at

the highest performance level has opportunities to participate in ongoing professional development. PRDE's professional development is based on the Professional Standards for Teachers in Puerto Rico in 2008. Given the rigor of these standards, PRDE believes its professional development can remediate poor teacher or school director performance. Through its comprehensive educator evaluation system, PRDE has also made additional supports available to teachers and school directors and believes that these supports will improve on educators' professional practice. In addition, PRDE's comprehensive teacher and school director evaluation systems includes a requirement to develop a formal professional development plan. These professional development plans will align with educators' specific areas of need, ensure the provision of targeted assistance to help both teachers and school directors improve their practice, and be monitored throughout the school year.

Consistent with the national trends in educator evaluation systems, PRDE will ensure educators' professional development plan developed cooperatively and reflect the ideas and insights of Evaluation Committee members, school directors, and teachers. Evaluation Committees, which include school directors and District Superintendents, will be responsible establishing and managing implementation timelines within professional development plans and measuring and reporting accomplishments realized at the end of the two year cycle. Completion of these improvement plans are realized at the school level, completion rates are tracked by the district level staff as well as the monitoring and oversight supports that exist throughout the system. Summary level data is forwarded to OAA and OFA for island-wide tracking.

### **Professional Development and Related Support Systems**

The Office of the Undersecretary of Academic Affairs will convene a second advisory committee focused on professional development and related support systems. The goal of this advisory committee will be to develop a strategy for ensuring PRDE provides rigorous professional development opportunities and support systems that align with the needs of its teachers and school directors, This Advisory Committee will provide input and recommendations to the Office of Academic Affairs and will include stakeholders from the following groups: (a) key PRDE personnel, (b) university and national experts in the area of teacher and school director evaluations, (c) the Council on Education of Puerto Rico, (d) teacher and school director representative organizations, (e) the PRDE InDePM, and (f) the PRDE ICAAE. The Advisory Committee will also facilitate focus groups with educators as well as district staff will be conducted.

The Advisory Committee members will leverage 1) feedback collected from its meetings with stakeholders 2)summary analyses of feedback collected by the Office of School Improvement and 2) aggregate reports of performance for educators from the pilot implementation of PRDE's evaluation system to make recommendations for PRDE's professional development offerings and related supports. These recommendations will consider PRDE's existing professional development offerings, including those discussed in PRDE's response to Principle 1 (related to college and career read standards and making the curriculum accessible to all students) and Principle 2 (related to the differentiated professional development that will be made available to educators in different categories of schools AND the planned development of a system that facilitates the management of PRDE's professional development offerings). PRDE recognizes the need to create and provides educators with various opportunities for customized professional development and will help educators balance these offerings with logistical time constraints. To this end, PRDE will offer teachers and school directors on-going,

high-quality, job embedded professional development that is aligned with school’s comprehensive instructional program. The job embedded professional development will be provided by professional development specialists, former teachers and school directors, and outstanding current PRDE teachers and school directors who will share their knowledge and skills with their colleagues.

PRDE’s first priority is to identify gaps in the existing support systems and create modifications that improve both the quality and availability of supports for both teachers and school directors. Professional development and growth opportunities for both teachers and school directors will incorporate research-based content and strategies shown to be successful in increasing teacher and school director effectiveness.

**Aligning Evaluations of Teacher Performance with Professional Development**

Professional development activities will be designed based on the results of the evaluations instruments of each teacher and school director as required by *Reglamento No. 8036* as amended by *Reglamento No. 8207* and *Reglamento No. 8035* as amended by *Reglamento No. 8208*. Consistent with this requirement, the Office of the Undersecretary of Academic Affairs reviewed relevant research and developed a model to inform the creation of individual professional development plans. The model is comprised of the eighteen strategies identified below in Exhibit 18. This model will be particularly helpful to teachers of mathematics, science, and Spanish; subject areas where Puerto Rico’s students struggle the most.

**Exhibit 18. Strategies to Guide Professional Development**

Observed Deficiency	Topics to Incorporate into Professional Development
<b>Aligning and Implementing Curriculum</b>	<ul style="list-style-type: none"> <li>• Curriculum alignment and instructional material selection</li> <li>• Curriculum implementation</li> <li>• Curriculum replacement units</li> </ul>
<b>Collaborative Structures</b>	<ul style="list-style-type: none"> <li>• Partnerships with scientists and mathematicians in the industry and universities</li> <li>• Professional networking</li> <li>• Study groups</li> </ul>
<b>Examining Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Action research</li> <li>• Case discussions</li> <li>• Examining student work and thinking, and scoring assessments</li> <li>• Lesson study</li> </ul>
<b>Immersion Experiences</b>	<ul style="list-style-type: none"> <li>• Immersion in inquiry in science and problem solving in mathematics</li> <li>• Immersion into the world of scientists and mathematicians</li> </ul>

<b>Practicing Teaching</b>	<ul style="list-style-type: none"> <li>• Coaching</li> <li>• Demonstration lessons</li> <li>• Mentoring</li> </ul>
<b>Additional Strategies</b>	<ul style="list-style-type: none"> <li>• Developing professional developers</li> <li>• Technology for professional development</li> <li>• Workshops, institutes, courses, and seminars</li> </ul>

### Leveraging Existing Support Systems

#### Teachers' Professional Development Institute

In 2003, the PRDE created the Teachers' Professional Development Institute (InDePM). The mission of the Institute is to promote the human and professional development of all teachers to strengthen the intellectual and professional capabilities and creativity of teachers through capacity building on innovative teaching strategies and encourage the process of teaching-learning. PRDE's professional development offerings in support of individual educator's professional development plans can incorporate the tools, resources and strategies made available through the InDePM. These services are provided to all schools.

The InDePM is in charge of:

- Elaborating public policy on professional development of teachers within the Puerto Rico School System.
- Identifying and collect statistical evidence on the professional development needs of in-service teachers.
- Implementing innovative initiatives for teacher professional development.
- Identifying best practices, within and outside of Puerto Rico, on teacher capacity building and experiment with those that are the most promising.
- Coordinating efforts with academic programs, the Division of Teacher Certification, Office of Career Ladder for Teachers, and other units that are under the Office of the Undersecretary of Academic Affairs.
- Certifying the entities, institutions and educational organizations that provide professional development services to teachers.

#### Exhibit 19. InDePM 's Service Areas

- |                |   |
|----------------|---|
| 1. Pre-Service | <ul style="list-style-type: none"> <li>• Contribute to the formation of future teachers through an effective teaching practice</li> <li>• Facilitate inter-institutional collaboration to foster the professional development of cooperative teachers and student teachers</li> <li>• Collaborate in the strategic planning for the revision of the teacher preparation programs</li> </ul> |
|----------------|---|

2. In-Service (newly hired - 0-3 years)	<ul style="list-style-type: none"> <li>• Develop effective strategies to support new in-service teachers during the first three years</li> <li>• Offer professional development experience focused on teachers' needs</li> <li>• Develop teacher competencies to become a highly qualified teacher</li> </ul>
3. In-Service (4 years in service and beyond)	<ul style="list-style-type: none"> <li>• Plan and implement professional development focused in improving the academic achievement of students</li> <li>• Promote the collaboration with universities and schools to create professional development programs that respond to the needs of teachers and students</li> <li>• Promote a support structure for teaching that fosters continuous professional development, innovation, research, and evaluation of ideas and practices</li> </ul>
4. Highly Qualified Teachers (HQT)	<ul style="list-style-type: none"> <li>• Oversee compliance with HQT requirements</li> <li>• Provide technical assistance to teachers using federal funds to comply with HQT requirements</li> <li>• Maintain HQT teachers status through professional development programs at their grade level and subject area</li> </ul>

***Administrative Capacity and School Advisory Institute (ICAAE)***

The mission of the Institute is to ensure that school directors are strong leaders; have high expectations for student, teacher and school performance; and are able to establish a positive school environment that increases the quality of each school's academic program. The ICAAE provides school directors with the necessary assistance to ensure they effectively perform their functions of increasing management capacities and strengthening the autonomy of the school. PRDE's professional development offerings in support of individual school director's professional development plans can incorporate the tools, resources and strategies made available through the Institute.

As has been stated, the Institute provides training to school directors in academic, administrative, and fiscal areas that help school directors reach high expectations and make significant changes to their school culture. The Institute conducts a needs assessment for school directors and gathers feedback from school directors across all schools related to their perceptions of their professional development needs. This need assessment assesses professional development in five key leadership dimensions: instructional leadership, planning leadership, administrative leadership, organizational leadership and ethics. The Institute plans and implements professional development for school directors based on the results of the needs assessment. A variety of modalities for professional development are available and include: one day workshops, weekend boot camps, and continuous support. The modality of these training sessions will depend mainly on the needs identified. The Institute uses a variety of resources for the planning, development and delivery of professional development services including universities, non-profit organizations, and PRDE's own resources.

In addition, the Institute provides the following standardized training programs to the following subgroups of school directors:

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- all first year school directors (i.e., induction programs)
  - schools directors from schools under improvement plan
  - successful school directors.
  - Transformational Leadership Director's Academy for SIG schools (the Academy attends the specific needs of these school directors and places an emphasis on enhancing their leadership skills)
  - School Councils training related to (Public Policy Law #149) that addresses constitution and certification of the school council, development of work plans, internal regulations, and course of financial operations

### **Continuous Improvement**

PRDE believes that a comprehensive teacher and school director evaluation system should continuously evolve and should reflect the larger organizational evolution of schools and school systems. For this reason, the development, adoption, and implementation of Puerto Rico's teacher and school director evaluation systems has been designed in a way that allows for continuous improvement. A periodic review of the system will occur to ensure its components are still in alignment with nationally recognized models for evaluation and federal guidelines.

PRDE will work to partner with Regional Centers and other experts to develop and use of assessments for grades and subjects in which assessments are not required or readily available. PRDE will actively seek guidance from expert sources, including ED, with respect to appropriate student growth measures.

## PRINCIPLE 4

Provide an assurance that it will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools

### **Reducing the Burden on Districts and Schools**

The PRDE will establish the Burden Reduction Taskforce (BRT) to make recommendations on how to reduce duplication and unnecessary burdens at the district and school levels, thus devoting more time to reaching the goal of college and career readiness for all students of Puerto Rico. The Burden Reduction Taskforce will include the Undersecretary of Administration (task force lead), the Undersecretary of Academic Affairs (or representative), the Associate Secretary for Special Education, the Director of the Office of Federal Affairs (or representative), the Director from the Planning Office (or representative), the Director from the Finance Office (or budget representative), and two members of district personnel. The BRT will meet at least three times during the academic school year and once during the summer. The BRT will develop recommendations to be offered to the Governor and Secretary of Education. During development of these recommendations, the BRT will solicit input from stakeholders including superintendents, content area facilitators, other PRDE administrative staff, school directors, and teachers. The BRT will develop recommendations to reduce duplication and unnecessary burden on districts and schools using the following strategies: building on current initiatives, streamlining procedures, building district capacity, and reducing duplicative efforts.

#### *Building on Current Initiatives*

Puerto Rico has internalized the need for more efficient data systems. We have successfully proposed and received a State Longitudinal Data System Grant to streamline the P-ROW data exchange process (for more on our SLDS grant see page 30). By aligning data systems, the burden of data collection is reduced particularly in terms of data integrity across information systems (the SLDS grant includes the implementation of a department data governance and data quality model). This grant is beginning implementation and over time will improve data processing and access for the educational institutions on the island including schools via the K12 web portal. Also, the PRDE is now validating the PRDE dashboard which will make graphic representation of key data elements available to schools, thus enhancing current data evaluation and decision-making.

#### *Streamlining Procedures*

The BRT will evaluate statewide systems and establish a mandate-relief program to streamline procedures at districts and schools. Using this mechanism, BRT will examine federal and state accountability systems and align requirements where possible. The BRT will investigate areas where criteria are aligned and will attempt to streamline deadlines and submissions procedures. The BRT will also provide recommendations on how to maintain deadlines on a central master calendar for the PRDE that will also be made available to districts where submissions are required of them. The BRT will further examine the following systems and determine if statewide processes can be improved or developed for each: student accounting system, personnel system, student assessment/report card system, and online professional development registration system. The BRT will also review the cycles of all compliance monitoring cycles to determine if they can be lengthened to afford districts some reprieve from the burden of preparation. This will reduce the administrative burden placed on districts and schools by centralizing efforts into statewide processes.

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The BRT will also establish a mandate-relief program by reviewing all mandates placed on districts by the PRDE and eliminating any that cannot directly be tied to the goal of college and career readiness or any means to that goal such as reducing spending or improving communication. In developing recommendations, the BRT will consider proposing the elimination of any unnecessary statutes and/or regulations related to school facilities or services.

#### *Building District Capacity*

The BRT will build district capacity by fostering communication and collaboration between districts. This program will increase the autonomy of districts and allow them to pool resources for professional development and staff training. The BRT will consider the development of a web-based resource or database within which districts could communicate about needs for specific training or resources and bring teachers and staff together across districts and regions. This cross-district pooling tool will maximize resources and allows districts to assert independent control over what is necessary in specific schools.

#### *Reducing Duplicative Efforts*

Finally, the BRT will recommend the reduction of duplicative reporting requirements. The BRT will employ a mechanism to consolidate reporting requirements where possible and eliminate any duplicative or unnecessary requirements on districts. The BRT will also explore the use of an automated report submission system that would allow districts to submit reports for feedback before deadlines to ensure they can revise reports before actual submission. Within this system, the BRT would consolidate all district submissions of plans, reports, or other related applications. The BRT will also work to develop report templates or make available report examples from previous years so that districts have a model to use. The automated submission system will also speed up the time of submission and feedback, allowing more time for thoughtful planning and collection of data.

The BRT will be responsible for accepting input from stakeholders and allowing stakeholders to comment on drafts of the recommendations, share feedback, and offer any further ideas on reducing duplication and unnecessary burdens. By reducing duplication and unnecessary burdens on districts and schools using the three mechanisms discussed above, PRDE will allow more time to be dedicated to improving student outcomes.

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(S. B. 2080)  
(Conference-Reconsideration)

(No. 93)

(Approved June 18, 2008)

## AN ACT

To adopt the "Act for the Development and Implementation of the Public Policy on Early Childhood," to establish a public policy that addresses the issues and needs of early childhood in Puerto Rico; establish the responsibilities of the Central Government and of the Municipal Governments; to facilitate coordination between all public and private entities that render services to children; to create the Governor's Multi-sector Council on Early Childhood; to establish its duties and responsibilities; and for other purposes.

### STATEMENT OF MOTIVES

There is no doubt that children are the greatest wealth of a people and the promise for a better future. Eugenio María de Hostos proclaimed the value of childhood in his book *Moral Social* by stating that "children are the promise of man and man is the hope of mankind." For these reasons, we recognize that we should provide our children with the protection, due care, experiences needed and the best opportunities that life offers to enable the fullest development of their potential as individuals.

Early childhood, which encompasses from birth to the age of eight years, is a crucial period in the integrated development of children. By specifically addressing the issues and needs of children in their early years, through a public policy centered in this period, we recognize that the experiences of early childhood establish the foundation for the development and learning process throughout their lives.

The money spent by a country in providing the services needed to its children at an early age, in addition to assuring the unalienable rights of this population, constitutes an investment in the human capital that composes its society. The longitudinal research conducted for thirty-six years by the High/Scope Educational Research Foundation in the United States, which includes a cost-benefit analysis, concludes that the return on investment in early childhood is possible and profitable, since it produces long term social and economic benefits by helping to establish the foundations for the learning process for life, by increasing the productivity of its citizenry, and by producing savings in costs related to the implementation of remedial strategies. These benefits include, among others, higher levels of academic achievement, particularly in the areas of verbal and mathematical skills, greater success in school reflected in the reduction of school dropouts, and an increase in the rate of high school graduates; higher levels of employment and compensation, better results in health-related indicators; less dependence on the social welfare system; reductions in the crime rates; greater public revenues and less spending by the states. (Schweinhardt, L. J., Montie, J., Xiang, Z., Barnett, W. S., Belfield, C. R., & Nores, M. (2005). *Lifetime effects: The High/Scope Perry Preschool Study through Age 40*. (Monographs of the High/Scope Educational Research Foundation, 14). Ypsilanti, MI: High/Scope Press).

In the present social and demographic circumstances, which include changes in the family structure and the increase in participation of women in the work force for pay, the availability of quality services for the development, care and learning process of children at an early age make it possible for the adult members of these families to fulfill their work responsibilities, resting assured that during their working hours their

children of an early age receive the care and the experiences they need. Furthermore, these changes support the right of women to develop their vocational potential to its fullest and enable a greater and more visible participation in the social and economic life of the Island without this being in conflict with the best upbringing of their children.

The experiences offered to the children during this period lay the foundations for their development and learning throughout their lives and are core elements to reach the potential of development whether physical, social or cognitive; they are the starting point for the construction and development of concepts, communication, interaction, generation of ideas and thinking processes. Several decades of research establish the role played by these experiences in the cognitive and social development of individuals and the way in which they influence their formation. Thanks to them, children shall develop trust, security and independence—essential elements in the formation of character, self-esteem and cognitive structures. These first years constitute a period of unique and fundamental importance and for this reason it is the responsibility of all to appreciate and recognize said period; it is our social duty to respect and value it.

In 2000, the Center on the Developing Child of Harvard University published a report from the National Academy of Science titled “From Neurons to Neighborhoods: The Science of Early Childhood Development.” This report presents how the advances of neurosurgery, molecular biology, genetics and research on the development of the child—as well as the results of four decades of program evaluation and data collection—provide the basis on which government officers, private services providers, civic leaders and the professionals in these fields may design effective public policies for children in their first years of life. As a result of this research and following

debates conducted by the involved professionals, the Center on the Developing Child published the following main conclusions: the quality of the experiences of the first years of life determine if the architecture of the child's brain shall provide or not the optimum foundations that the child shall need in the future for all learning, conduct and health condition; children at an early age need positive relationships, learning opportunities and a safe environment; four decades of research on program evaluation for this population show that the so-called "effective factors" (such as prenatal care, environmental policies, service quality, among others) can maximize their development in the first five years of life; the intervention strategies in programs directed to children at risk have proven to be positive for them and their families; and the programs that have proven to be effective have as a common denominator that they have been evaluated and improved in a regular and continuous manner.

During early childhood, what neuroscience recognizes as windows of learning or sensitive periods for the development of certain abilities such as language and motor skills occur. In fact, the greatest number of interconnection between our neurons are formed and developed during these first years of life. If during this period children are not provided with the necessary experiences to stimulate this process, the development of these abilities will be much more difficult.

It is essential that all children have access to the optimum and necessary life conditions for their integral development. This is fundamental for the welfare of all, but particularly for those that live in adverse social conditions and of extreme poverty, since these factors increase their vulnerability and expose them to a series of physical, emotional, environmental and social risks.

During the early years, the relationship between children and their families are the foundation on which their development and learning process are based. It is in the family unit that the persons who provide the main care are found and it is there that the first interaction experiences with the external environment occur. For this reason, solid and healthy family relations shall also result in a better development during early childhood and in a greater opportunity for the creation of healthy relationships with others. The quality of these family experiences during the early years shall also influence the development of their cerebral system and their ability to learn. In fact, the capacity of each family to stimulate their children and encourage them to learn, shall establish the basis for the conditions for success of each child in their adult lives.

Healthy family relations are based upon respect among its members, awareness of the positive roles and in the recognition of the value of each for the healthy development of the others. Every family should provide an environment in which the children are heard in order to identify and thus understand their needs. This is fundamental since the understanding of this development helps to achieve reasonable expectations for them, which in turn offers them the opportunity to trust, learn, grow and explore the world around them. Families that understand and accept their role as a protecting, providing and educating entity make great efforts to satisfy the needs of their children, and become involved in a significant and effective manner in the planning and supervision of the services they receive.

In its awareness of this, the Legislature recognizes that upon establishing a public policy for early childhood, the promotion of healthy family relations should be included, as well as a greater participation of every family in the development and welfare of its members. In this manner,

its fundamental role in the greatly important task of providing a solid base for the development of our children is validated, and in the last instance, of the adult citizens they shall eventually become.

There is no doubt that all children and each of their families have particular needs, priorities and strengths. They also have the capacity to face different crises and challenges in different manners with determination. This capacity is especially important in the cases of families who have other children with special needs; families that possess a unique diversity of strengths, needs and priorities. We have the responsibility to support all, but especially them, in the achievement of their goals by offering them the most appropriate and effective intervention options, together with other effective and adequate alternatives to enable the development of their children.

All children need to be loved, accepted and protected. They also need to develop attachment bonds with their main caregiver, and that their nutritional, sensorial stimulation, self-control and discipline needs be addressed. These and other needs change throughout the different cycles and transitions of childhood: birth, infancy, toddlerhood, pre-school and school phases. Children with special needs also present unique and singular challenges that must be addressed. For this reason, it is a priority that parents, main caregivers or guardians as well as health care providers and professionals be educated in health and prevention issues to ensure the right to enjoy the health services that are proper for their particular needs.

The development of children at an early age is also a process of multidimensional nature. It is an orderly, continuous, interactive process, of varied and intertwined biological, nutritional, physical, social, emotional, linguistic and cognitive dimensions that are simultaneously facilitated or limited within a social and cultural context. It is also a cumulative global

experience that varies according to the nutritional and biomedical conditions, hereditary profile and the social and cultural context of the child and its family.

Children at an early age learn actively through experiences with their surroundings and the interaction with their physical and social environment. This active learning is fundamental for the development of the human potential. It is a natural process that can be inhibited or enabled, and that depends of the willingness of adults to provide them the opportunities needed to live real, relevant and significant experiences in environment that promote exploration and interaction. These dynamic and positive environments offer them the balance and stability needed to grow and reach their integral development. There is active learning when children have the opportunity to be exposed to innovative and appropriate stimuli to explore, manipulate and discover all that surrounds them. This type of learning occurs in situations involving child play and in environments in which they are provided the adequate opportunities for their development.

The influence of the environment in the integrated development of each child is dramatic. Neuroscience emphasizes that interaction with the environment is not only an important aspect for the development of the brain, but that it is, in fact, an absolute requirement for this development. The brain is susceptible to environmental conditions and this includes the stimulation, care and love that each child receives. On the other hand, this environment becomes the social setting in which children represent their experiences in different manners (through oral language, drawings, writings and music, among others), where they practice the communication of ideas and develop concepts and skills. This interaction with the environment is fundamental for cognitive development, for the ability to solve problems, for

reasoning, memory and creativity. That is to say, that there is a need for an appropriate environment and quality education in which the capabilities and the development of each child are respected, and where they are provided with safety, stability, support, respect, consideration and acceptance, as well as stimulus and the necessary opportunities for active learning.

In this context, the function of the adult is to enable the sensory, physical and social interaction of children. The development of their capability to learn shall depend to a great extent on the commitment, alertness, sensitivity, and good observation skills of the adult, who encourages the child to participate in interesting experiences and who is willing to play, enjoy and be actively involved with the child in the learning process.

It is for the above stated that all adults who intervene in the lives of children must learn to be enablers of this development. These adults encompass a large sector of the persons committed to the well-being of children, as relatives, teachers, care and development services providers, and promoters of development. Children learn their social skills to the extent in which they interact and observe the conduct of their parents, relatives, of adult friends, of their teachers or professors, of the other persons in their surroundings, including those they watch in the communications media. Empathy, affection, the desire to share, the refraining from aggression, the capability to love and countless other characteristics of a happy and productive person are associated with the basic ability to attach formed in early childhood through this interaction. The basic premise that should guide parents and caregivers to promote the fullest development of children is the respect towards them as unique and wonderful individuals, with their own and unique characteristics and needs.

In the light of the principles set forth to this point on the nature and needs of children during their early years, the main areas of attention when promulgating this Public Policy on Early Childhood are hereby established: Safe Birth, Health, Arts and Culture, Education, Safety, Family, Child Play, Recreation and Sports.

Safe birth is the healthy process that promotes and affirms the fullest development of the baby to be born and that is based on the proper preconception, prenatal and perinatal care. It comprises from pregnancy to the birth process and includes the first month of life.

In the area of health, services directed to prevention and health maintenance are essential. These services must be centered in the family and in the child and must be accessible, continuous, coordinated, encompassing and culturally sensible; elements that guarantee a medical home during the life cycle periods ranging from the prenatal period to eight years of age. In this manner, the prevention, detection and timely intervention in health conditions shall be facilitated, the reduction in child mortality shall be promoted, and the appropriate transition processes shall be expedited all within the established ethics principles and confidentiality protocols.

In the area of arts and science, the main interest for establishing this public policy shall be to contribute to the formation and integrated development of children at an early age by promoting arts and culture as a source of physical, mental and spiritual health and a better quality of life. Through various projects and activities that are adequate for their different development levels, children shall be able to explore the broad field of the arts and its various means and to use them to represent their experiences, to develop and express their creativity and to get acquainted with the great

Puerto Rican and international cultures. The area of the arts shall encompass literature, dance, theater, music, plastic arts, architecture, popular arts and the museographic, archaeological and ethnographic heritage, among other manifestations.

Education is a deliberate social process directed to enabling and broadening the continuous development of every human being in their different individual, social and historical dimensions, with the purpose of fully developing their potential and capability to live with others in harmony with their surroundings. This includes their beliefs, values, total well-being, ecological awareness, culture, family relations, their general welfare and integrated development. In this area, this new public policy strives to provide children at an early age with the adequate environment and quality education that take into account their strengths and that meet their needs; all this, as part of a process in which the capability, the different development levels and styles of learning of each child are respected.

The area of safety comprises guarantees for protection and efforts made so that all children have the opportunities they need to reach full physical, mental and emotional development to ascertain their best interests and well-being. This includes the prevention of mistreatment, abuse and negligence, whether institutional or in the family unit and in the community. Safety is both a state of tranquility and prevention, as well as the manner in which any risk situation is addressed. It is the protection and measures that are used to promote their well-being, reduce their vulnerability and prevent damage or risk to the physical and emotional integrity of the child at an early age in the environment or surroundings to which they are normally exposed.

The frame for the development of this public policy is the family defined as *two or more persons bound together by blood or legal ties, or*

*family or kinship relationships, who share social, financial, and emotional responsibilities, whether or not they live under the same roof. (Act No. 177 of August 1, 2003, better known as the "Comprehensive Child Well-being and Protection Act.")*

All families have different strengths, as well as the capability to face different crises and challenges with determination, which make them grow and strengthens them. In order for every family to be able to exercise to its greatest extent its function as enabler of the development potential of their children, their educational needs should be addressed in the area of child-rearing through the promotion of health and welfare of that family unit with the goal of improving their quality of life. To achieve this, it is necessary to grant them the essential tools so that they may acquire a greater control of the child-rearing process, in order to prevent dysfunctions that are commonly caused by the high level of stressors in our daily lives. These factors could affect the family's main role in such an important socialization process.

Poverty is a phenomenon that occurs due to multiple causes that affect children from different ecological environments (Bronfenbrenner, 1987), exposing them to a large number of risks (Houston, 1991, Mansilla, 1989, McLoyd, and Wilson, 1991). If it indeed does have profound effects in the home environment, in the family structure and in the immediate resources, its effects go beyond the context of each child and his / her family. Poverty also affects the quality of the environment, the community and the school, as well as the services the child receives and his / her physical safety; this is reflected in the high rates of violence and delinquency associated with poverty. Life in an atmosphere of poverty may entail a number of risks of a physical, emotional, environmental and social nature to which children are

vulnerable. Investing in children and in the rights of these children is precisely one of the most effective ways of eradicating poverty. There is no doubt that by attacking the root causes, positive and lasting changes in the lives of our children may be achieved.

In the area of child play, recreation and sports, the public policy herein set forth strives to incorporate all elements to promote the fullest growth and development of children at an early age. Recreation in early childhood refers to a group of varied and stimulating recreational activities, which lead to the enjoyment and amusement in children, from which they derive a sense of satisfaction and well-being. The characteristics of these activities shall change according to the needs, abilities, interests and preferences of each child and his / her stage of development.

For the purposes of this public policy, child play and sports imply all manifestations of the endeavors of early childhood expressed in recreational activities, physical activity, movement, exercise, or initial motor and athletic skills and aptitudes, practiced according to their different developmental stages.

Upon promulgating a public policy for early childhood, it is essential to study in a rigorous manner not only the principles that characterize this population, but also the details of its current status.

We thus see how the U.S. Census Population Estimates for 2006 show that **251,604** children under the age of 5, and **284,942** ranging between the ages of 5 and 9. This gives an approximate idea of the size of this population, as defined in this measure. They represent a little less than 60% of children from birth to the age of 19, and 14% of the general population of 3.9 million inhabitants. Furthermore, the data from the Community Survey of the U.S. Census for 2006 reveal that **157,681** children under 6 years of

age have parents in the workforce and that **43.8%** of families with children under 5 years of age have incomes below the poverty line. These numbers increase dramatically to **64.8%** for families headed by women.

On analyzing the vital statistics published by the Department of Health, they show that during the year 2000, 10.8% of the children had low birth weight, which represents a very high risk for their survival. For that same year, the child mortality rate was 9.7 for every thousand live births. Unfortunately, children have also been the target of violence. In recent years, there has been an alarming increase in the reported cases of domestic violence. Although the numbers of the Department of the Family on child abuse have shown a slight reduction in the last years, statistics show that in Puerto Rico there is still a real problem of child abuse. In 2004, the Department of the Family reported 50,227 active cases; in 2005, it reported 49,549; and in 2006, there were 47,950 reported. Even though the number of active cases in Puerto Rico has continued to decline, it is essential to continue with the creation of new programs directed to developing the necessary skills and capabilities for peaceful child-rearing and the promotion of healthy coexistence.

For many years, school dropouts have also been one of the problems of greatest concern for all the administrations of the Department of Education of Puerto Rico. The problem with dropouts is multi-factored; thus, it is difficult to find a single solution for it. However, if we recognize that the enjoyment of learning begins and is maintained during early childhood—provided the appropriate experiences for this development and a social environment that supports and enables learning are offered—this knowledge and these same optimum conditions could be extrapolated to the

high school education level in order to address this serious situation in an effective and strategic manner.

With respect to the care and education of our children under the age of six (6), the data reveals that they receive services from multiple settings. These services are defined in accordance with the elements of care and education they provide. The main programs that provide services to this population (and the number of enrollees that they served in 2006) are the following: Kindergarten Program in public schools (35,720); Head Start Program (36,842); Child Care and Development Program of the Children's Care and Integral Development Administration (A.C.U.D.E.N., Spanish acronym) (11,874); Department of Education Preschool (800); private centers for care and development (1,120) 27,700; private schools having kindergarten and pre-kinder (21,300 approximately).

An indeterminate number of children also receive services in licensed and unlicensed care homes. The Department of the Family is the government agency in charge of issuing operating licenses to the institutions that serve children under four (4) years of age. The General Education Council issues the same to those institutions that provide an educational program—and not only care services—for boys and girls who are 4 years or older. Although the Council also accredits pre-school programs and the Middle States Association has recently initiated an accreditation for pre-school level programs, only two programs of said level have received the accreditation of the National Association for the Education of Young Children (NAEYC), an institution that is highly recognized by the professional community devoted to the field of pre-school care and education.

In Puerto Rico, there are programs to train teachers and a teacher's certification at the pre-school level, which includes courses and training

requirements in order to work with infants and toddlers. However, this specialized academic offering is still in the development process and, at present, is not enough to satisfy the demand for professionals in this field.

In 1990, the President of the United States and the 50 state governors established the National Education Goals, the first of which establishes that: "by the year 2000, all children in America will start school ready to learn." Although this goal generated great debates in the profession at the national, state and local levels, it most certainly reflects, with its three objectives, a concern for the early development and learning of the children of the nation. On uniting these two aspects, a gap was opened in the prevailing thought regarding school readiness. First, it recognizes that all children have the right to early experiences that foster their fullest development. Second, it recognizes the multidimensionality of development, broadening the definition of school readiness to include physical, social and emotional well-being. Third, it highlights the fact that the welfare of children is a shared responsibility between the family and society. In 1995, the Technical Planning Group, which was in charge of suggesting the data by which the progress to attain the Goal would be measured, presented a broad definition (5 dimensions) of development and early learning, emphasizing the need to use the assessment methodology appropriate for this level and exhorted the assessment of the readiness and the capability of the schools to admit children at an early age. The report of the technical group presents some recommendations for implementation among which are the following:

- 1) that the best way in which to comply with the highest standards is to address the general welfare of children and to provide learning environments with enriching experiences and opportunities to explore, instead of providing academic education at an earlier age;
- 2) that teachers need the required

preparation and training to recognize, to understand and to promote development in the five dimensions identified, as well as to work with parents; 3) that to promote the development of children in these five dimensions, there is a need for a public policy that coordinates the rendering of services among the agencies in charge of education, health and other social services at the national, state and local levels. It is recognized that the recommendations of the National Education Goals Technical Group Panel are certainly applicable to our situation.

There is no doubt that the first years of life represent a great opportunity to promote the integrated development of every child. In Puerto Rico, countless efforts have been made both in different public agencies and in private and community-based organizations to provide quality services to our children at an early age and their families in all service disciplines and modalities. Some examples of the efforts made in the past ten (10) years are the *Congreso Nuestros Niños Primero* (Our Children, First Congress) by the Office of the First Lady of Puerto Rico (1997); the creation of the Integral Care and Development of Childhood Administration, pursuant to Act No. 179 of 2003; and the *Lee y Sueña* Program (Read and Dream Program) by the Office of the First Lady of Puerto Rico (2005), among others. However, in spite of these and other state and federal initiatives, services for this population continue to be scarce, fragmented and unstable. The lack of commonwealth funds destined to early childhood programs and the cut in federal funds in recent years have affected the planning and implementations of comprehensive programs and innovative projects to adequately tend to this population. At present, the situation that affects this core sector of our population requires common action directed to the improvement of its

quality of life through proactive actions that promote their fullest development.

On recognizing that our children are the most valued and precious treasure of our society, as well as the commitment of our generation with the future of all, this public policy shall serve as a dynamic vehicle for the development and implementation of comprehensive programs and integrated efforts directed to early childhood, based on the highest democratic values and always centered in the best interest of children.

***BE IT ENACTED BY THE LEGISLATURE OF PUERTO RICO:***

**Section 1.—Title.—**

This Act shall be known as the Act for the Development and Implementation of the Public Policy on Early Childhood in Puerto Rico.

**Section 2.—Definitions.—**

For the purposes of this Act, the following terms shall have the meaning expressed hereinbelow:

- a) A.C.U.D.E.N.—Child Care and Development Program of the Children's Care and Integral Development Administration.
- b) A.D.F.A.N.—Administration of the Family and Children.
- c) Accreditation.—An official recognition granted to a program by

a recognized institution or organization following an evaluation process in which it is verified that said program operates at satisfactory levels of

excellence and quality in the programmatic or academic as well as in the administrative aspect.

d) *Birth* / *Labor*.—The culmination of human pregnancy whereby an infant issues forth from his / her mother's uterus.

e) *Learning Environment*.—The physical and psycho-emotional space that provides materials, experiences, and opportunities for involvement and learning in all dimensions of development.

f) *Attachment*.—It is a significant reciprocal relationship; it is the bond between the child and his / her caregiver which makes him / her feel loved, cared for and protected, through contact and sensory stimuli (voice, eye contact, sound, and touch, among others).

g) *Learning*.—It is the lasting change in conduct and in human capabilities as a consequence of the interaction and experiences with the environment.

h) *Archaeology*.—The science that studies all things relative to the arts and monuments of antiquity.

i) *Arts*.—The manifestation of human activity whereby a personal and selfless vision is expressed to interpret something real or imagined with plastic, linguistic or soniferous resources.

j) Plastic Arts.—The expression of ideas in representative form by employing a wide array of materials, forms, lines and colors; the manipulation of these materials and elements to obtain a work of art. Plastic arts also include two of the Fine Arts: painting and sculpting.

k) Popular Arts.—The arts cultivated by mostly anonymous artists, based on the traditions of a people.

l) Visual Arts.—A group of disciplines which enable human communications through time or between individuals. Visual arts represent images and express feelings by employing different media, in accord with the discipline to which they belong. Some of these disciplines are those called traditional visual arts, such as drawing, sculpting, and painting; and the nontraditional visual arts, such as animation, interactive art, calligraphy, and photography.

m) Well-being.—Optimum affective state in which persons feel and manifest a sense of satisfaction and serenity.

n) Screening.—The process / means whereby the health of the child is assessed, through information provided by the parents / relatives, by medical tests / examinations, development screening tests, sensory tests, and behavioral tests, with the purpose of conducting individualized planning according to the strengths and needs of the child.

- n) **Life Cycle.**—The continuous process of passing from one stage of human development into another invariably, and therefore, predictably.
- o) **Learning Community.**—Group of persons who share interests and objectives, who learn from one another and who develop collective strategies to foster the integrated development of children.
- p) **Governor's Multi-sector Council on Early Childhood.**—A Committee composed of representatives from government agencies that, one way or another, offer early childhood services, and representatives from professional organizations, providers of early childhood services, parents, higher education institutions, and parents' organizations, among others, whose purpose is to develop and implement the public policy on early childhood.
- q) **Physical Growth.**—Development in terms of height, weight, and other bodily changes that take place as the child grows older. These changes can be measured and quantified.
- r) **Preconception and Prenatal Care.**—A care program for women in their reproductive years, which ranges from the time before pregnancy to the term of pregnancy before the baby is born. This care program increases the chances of having a healthy baby and includes prenatal education and counseling.

s) Culture.—Group of lifestyles and customs, knowledge and degree of artistic, scientific and industrial development within an era, a social group, etc.

t) Popular Culture.—The conglomerate of manifestations whereby the traditional life of a people is expressed.

u) Curriculum.—The whole of daily experiences which, when organized and guided by pre-established purposes, encourage children to become actively involved in their learning process. It is an educational tool that is organized and flexible, which lends support in guiding the learning experience and the development of children in an integrated manner. It is supported by philosophical and theoretical paradigms, as well as empirical findings, which allow us to know and understand children. The curriculum should offer strategies to tend to the particular characteristics of the children's physical, social, emotional, linguistic and cognitive development, so that they may reach their individual potential. An appropriate curriculum stimulates natural curiosity, exploration and problem solving by providing a temporal and a physical setting.

v) Dance.—One of the Fine Arts, whereby dancers use rhythmic body movements, usually accompanied by music, as a means of communication and expression.

w) Sports.—Regulated recreational activity conducted for children in their early childhood with a formative-educational (noncompetitive) purpose and which comprises the phases of movement education and initiation in pre-sports activities and playing with simple rules. Sports stimulate the development and practical exercise of values and skills, such as respect for others and team work.

x) Playful Sports.—Sports activities engaged in outside of the professional and educational settings for amusement, recreation and entertainment; this kind of sports has no delimited time or space or strict rules which constrain its possibilities. These sports are practiced in community spaces for sports, on the streets, in parks, in free recreational spaces of the city, and at recess in schools. These sports include movement or sensory activities conducted during spare time and which place demands on children that are within their reach according with their physical condition and their age and which are practiced according to the developmental stage of children in their early childhood.

y) Integrated Development.—Child development which takes place simultaneously and comprises all dimensions of being, such as the physical, the social, the emotional, the linguistic, the cognitive and the creative areas.

- z) **Social-emotional Development.**—Social-emotional development is the continuous evolution of the relationship of individuals and the persons around them, their emotions and their feelings (towards others and towards themselves). A healthy social-emotional development in children involves their ability to establish positive relationships with other children and with the adults within their environment. These relationships are essential for children to be able to develop a sense of security and self-esteem, to feel capable and to have a positive view of the world around them.
- aa) **Enjoyment of Spare Time.**—The use of spare time to conduct playful activities, such as recreational, artistic or sports activities, among others.
- bb) **Child Safety Devices.**—The mechanisms which help in the prevention of injuries in young children. These are used to prevent minors from being injured due to hazards—both internal and external—in homes and day care centers.
- cc) **Early Education.**—A program constituted by enriching educational experiences that aim to achieve the integrated development of children from the time of their birth to the age of eight (8) years. This program has two educational levels: a) pre-school level: from the time of

- birth until the age of four (4) years (includes infants and toddlers), and
- b) grade school level: from five (5) to eight (8) years of age.
- dd) Assistive Technology Equipment.—The products, devices or equipment acquired commercially, modified or adapted, used to maintain, increase or enhance the functional capabilities of individuals with disabilities.
- ee) Pre-grade School Children.—Children between five (5) and six (6) years of age who typically attend Kindergarten.
- ff) Grade School Children.—Children between six (6) and eight (8) years of age who typically attend the first, second or third grade in grade school.
- gg) Ethics.—Group of moral principles that govern the behavior of a group or society. As a science, ethics are the theory of moral behavior; ethics study morals and human behavior in order to determine what is right, and from that standpoint, how people are to conduct themselves.
- hh) Ethnography.—The science that studies and records the culture of peoples and communities.
- ii) Medical Home. —A model for rendering cost-efficient high-quality services that uses a teamwork approach to provide health care services. A medical home originates in a primary health care facility that

offers family-centered services. This model encourages the alliance between families and primary health service providers, in order to access all the medical and related services their children need and for children to reach their full potential. A medical home keeps a comprehensive and centralized record of all services related to the health of each family, so as to ensure continuity in health care services. This model strives to ensure services that are accessible, continuous, comprehensive, coordinated, compassionate and culturally appropriate.

jj) Infants.—Children from the time they are born to the time they take their first steps.

kk) Child Play.—Any playful activity that is physical or mental in nature and provides experiences for integrated development and the formation of character.

ll) Breastfeeding.—Feeding babies with breast milk to meet their nutritional requirements. In addition to nutritional and immunological benefits, breastfeeding has the potential of fostering emotional balance in infants and lay the foundations for the management of interpersonal relationships. Breastfeeding is deemed to be one of the most powerful tools to cultivate the mother-child relationship.

nm) Licensing.—The process of evaluating, supervising and granting a written permit or license by a duly authorized institution, whereby a natural or juridical person is authorized to initiate or continue with the operation of an establishment or institution devoted to the care or education of minors, or the placement of minors in institutions for their adoption.

nn) Literature.—The art that employs words as the instrument for and means of expression; literature is also one of the Fine Arts. Literature also refers to the array of literary productions of a nation, an era, a genre, or a specialized field.

ññ) Health Maintenance.—The group of efforts conducted by all parties involved in the preservation of the health of an individual or group of individuals. Health maintenance includes practices directed to the prevention, remediation or management of diseases.

oo) Toddler.—A term to denominate infants from the time they begin to walk with little control over their movement to the age of three years.

pp) Music.—The art of organizing sensibly and logically a coherent combination of sounds and silences (of human voices, musical instruments or both), by using the principles of melody, harmony and rhythm, with the

purpose of causing delight, stimulating the senses and stirring the sensibility of those listening. Music is also one of the Fine Arts.

qq) Museography.—The group of techniques and practices relative to the operation of a museum.

rr) Early Childhood.—For the purposes of this Act, the stage within human development that ranges from birth to the age of eight years.

ss) Developmentally Appropriate Practices.—The teaching and learning process, conducted so as to conform to the developmental stage and the particular way of learning of children, in order to help them meet challenging but reachable objectives that contribute to their continuous learning and development. These are practical guidelines developed in 1986 by the National Association for the Education of Young Children and which have been updated recently, whereby the knowledge on child development is applied in the decision-making process regarding the practices employed in a program serving children in their early childhood. These present concrete strategies and examples of behavior accepted by the profession to guide teachers and caregivers as to how they should behave in terms of the care and development of the children under their care. Their fundamental principles and performance indicators are predicated on research in terms of how children grow and learn. They also provide guidelines for programs,

administrators, teachers, parents, lobbyists and others who advocate for children.

tt) Public Policy.—The body of laws, regulatory measures, courses of action and fiscal priorities relative to a particular issue, promulgated by a government entity and which has an effect on the entire population.

uu) Preschoolers.—Children between three (3) and four (4) years of age.

vv) Prevention.—Interventions or actions applied at different levels in order to prevent or minimize the risk of the impact of a condition or a situation.

ww) Promotion.—Actions directed toward enhancing the effect of strategies directed to improving the quality of life of children, such as those conducive to the incorporation of educational or child-rearing practices that are appropriate for this population.

xx) Social Protection.—The group of actions devised and conducted by different public and private sectors which strive to propitiate and assure coexistence within a peaceful environment free from violence, where children and youths are protected from mistreatment and negligence.

yy) Early Childhood Recreation.—A group of diversified and stimulating playful activities engaged in for the enjoyment and amusement

of children, from which they derive a sense of satisfaction and well-being and whose characteristics will change in accordance with the needs, abilities, interests and preferences proper to each child and his / her developmental stage.

zz) Mental Health.—May be defined as the state of optimum balance between a person and his / her social-cultural environment, which allows him/her to achieve self-fulfillment, to forge healthy relationships, to attain a sense of well-being and quality of life, to contribute to his/her community and to participate in a productive and fruitful manner in intellectual and working settings. However, the guidelines of the World Health Organization (WHO) establish that there is no “*official*” definition of what constitutes *mental health* and that any definition concerning this matter will always be influenced by cultural differences, subjective assumptions, disagreement between professional theories and other considerations.

aaa) Fetal Alcoholism Syndrome.—A condition characterized by the presence of abnormal facial features, retardation in growth, and problems concerning the central nervous system which may be present in an infant if the mother consumes alcohol during pregnancy. Children with this syndrome may face physical limitations and experience learning, social and behavioral problems.

bbb) Public Safety, Safety in Facilities, Safety at Home, Safety in Transportation, Environmental Safety.—These are some of the contexts in which strategies are developed and implemented in seeking to assure the well-being and the physical and emotional safety of children. Each of these aspects is a core component of a safety plan devised jointly by the different public and private sectors.

ccc) Safety in Emergency Management.—The necessary preparations to face and address emergency situations in which the integrity of minors could be affected. This area includes the preparation of contingency plans to address any emergency situations that might arise.

ddd) Safety in Media and Technology.—This area comprises the different safety aspects that must be addressed in view of the ever-increasing—and at times indiscriminate—exposure of children in their early childhood to the use of diverse technological equipment and communications media, such as television, computers, radio, and cellular phones, among others.

eee) Safety in the Prevention of Unintentional Injuries.—All measures, plans, initiatives and aspects relative to accident prevention and the protection of minors in situations which might place them at risk of sustaining any kind of harm due to preventable hazardous situations.

fff) Family-centered Services.—1) Services to provide support and to procure the preservation of families, predicated on an approach based on their particular strengths and characteristics and which recognizes that the well-being of children is centered in their families. 2) Services rendered, whereby families are the center of any and all interventions.

ggg) Habilitation Services.—Interventions that strive to build the skills of a person with functional limitations caused by physical, psychogenic or social harm.

hhh) Theater.—The art that involves the craft of acting and whereby stories are enacted before an audience by resorting to speech, gestures, scenery, music, sound and lighting, among others. It is also one of the Fine Arts.

iii) Transition.—Action and effect of passing from one activity or living situation into another; for example, the passing of an infant from the home environment to the day care center, or the transition of a child from preschool to Kindergarten.

jjj) Well Baby Care.—Initiative for the procurement of the well-being and the medical care of children during their first three years of life. The three main goals are assuring the vaccination of every child, providing families with the information they need about safety, nutrition and

management of challenging situations, and identifying and offering treatment for health problems and developmental deficiencies.

### Section 3.—Public Policy.—

The early years in the lives of children are critical for their physical, social, emotional and cognitive development, which are determining factors in the schooling process of any and all children. These years provide us with the unique opportunity to potentiate their human capabilities, which carries great implications for the upcoming years of their lives. It is therefore that we recognize that investing in our children in their early childhood is an investment in the social and economic development of Puerto Rico, and we hereby propose a public policy that addresses the specific needs and issues of children in their early childhood, comprehensively and in an integrated manner. This public policy is directed to providing our children with the opportunity to achieve their fullest integrated development by establishing a comprehensive system of available and accessible integrated high-quality services. Said system shall comprise all sectors involved in the lives of our children—the central government and the municipal governments, as well as the various institutions, organizations, professional associations, families and communities that provide services to this population. These sectors shall work together in the design, implementation and evaluation of the different

programs and initiatives, in the pursuit of a common goal: the well-being and the fullest development of our children.

The Public Policy on Early Childhood enacted herein is grounded on the basic ethical values set forth in the Convention of the Rights of the Child of the United Nations Organization, ratified in November, 1989, as well as in our Bill of Rights of the Child (Act No. 338 of 1998). The latter establishes that “*every child shall be entitled to live in an adequate environment in the home of his / her parents and in families where his / her physical needs are met and to enjoy the care, affection and protection which guarantees his / her full physical, mental, spiritual, social and moral development.*” This Public Policy on Early Childhood is also predicated on the seven following principles: (1) the experiences lived at an early age lay the foundation for the development and the learning process to take place throughout children’s lives; (2) children should have access to the necessary living conditions to achieve their fullest development; (3) the relationships between children and their families are the basis for their development and their learning process; (4) children and their families have particular characteristics, needs, priorities and strengths; (5) child development involves diverse dimensions that are interrelated; (6) children in their early childhood learn actively by interacting with their physical and social

environment; and (7) persons who intervene with children are enablers in their integrated development. In accord with these values and principles, the measures concerning children developed and adopted under this public policy shall hinge upon the best interests of the minor. Likewise, and recognizing that families are vitally important in the lives of children, the necessary efforts shall be made in order to strengthen parents as to their primary role in the care, development and education processes of their children.

The Public Policy on Early Childhood shall address the six following areas: Safe Birth, Health, Arts and Culture, Education, Safety, Family, Child Play, Recreation, and Sports. These areas shall afford numerous and diversified opportunities so that our children are provided with the necessary tools to achieve success in school and in life. The definitions, scope and limitations of each of these terms are hereby set forth as follows:

1) Safe Birth.—The healthy process that promotes and affirms the fullest development of the baby to be born, which is based on appropriate pre-conception, prenatal and perinatal care. This process comprises from pregnancy to the birthing process and includes the first month of life. In this area, services directed to prevention and health maintenance are crucial. These services should be centered on the family and the child and should be

accessible, continuous, coordinated, comprehensive and culturally sensitive, elements which characterize a medical home for the life cycles that range from the prenatal stage to the age of 8 years. Thus, the reduction of the child death rate is assured, as well as the prevention, detection and timely intervention of physical and social-emotional health conditions, in order to guarantee that the transition process will course properly, pursuant to the ethics and confidentiality principles.

It is hereby declared as a public policy that the Government of Puerto Rico shall be responsible for creating and implementing directly or through other public and private entities, all the mechanisms within its reach in order for:

- a) all pregnant women to be able to have timely, coordinated and universal access to prenatal care that contributes to the achievement of the good health of the women and their babies to be born. It is hereby adopted as a public policy that mother-baby contact shall be facilitated during the first hour of birth of the baby, provided this is medically possible;
- b) all women in labor and their life partners or a companion of their choice to actively participate in the labor preparation activities, including their participation in prenatal education.

Furthermore, all women in labor shall be entitled to be accompanied by the person they choose, pursuant to Act No. 156 of 2006, known as the "Labor, Childbirth and Post-partum Partner Act," whether it be her life partner or any other person whom they wish to partake in this process;

c) all pregnant women to have available competent and culturally-appropriate care, that is, care that is responsive and sensitive to their particular beliefs, values and customs;

d) all pregnant women to receive reliable and descriptive information of the practices and procedures conducted or applied during labor, including intervention measures and their outcomes.

Pursuant to Act No. 156 of 2006, *supra*, all pregnant mothers are entitled to make decisions regarding the labor process, once they have been duly counseled by their physician or health professional;

e) all families to have available the support and the information they need in order to make informed decisions that prepares them to breastfeed successfully;

f) all families to have available the support and the information they need to make an informed decision concerning the circumcision of their baby boys.

2) Health.—As regards to Health, the public policy shall see to health maintenance through services centered on the family and the child that are accessible, affordable, continuous, coordinated, comprehensive and sensitive—elements which characterize a medical home—during the life cycle that ranges from the prenatal stage to 8 years of age. Through this public policy, the Commonwealth shall facilitate the prevention, detection and timely intervention in physical and mental health conditions, thus reducing the child death rate. Furthermore, appropriate transition processes shall be conducted within the framework of ethical principles and the established confidentiality protocols.

It is hereby declared as a public policy that the Government of Puerto Rico shall be responsible for creating and implementing, directly or through other public or private entities, all mechanisms within its reach in order for:

- a) all children in their early childhood to enjoy good health and physical, emotional, mental and social well-being in all dimensions and throughout all stages of their development, so as to encourage the development of their social competencies to enable them to accomplish their aspirations and to cope successfully with the challenges within their environment;

- b) all children to have access to adequate primary and specialized medical and dental health services, as well as to integrated multidisciplinary services that promote good health, pursuant to the Well Baby Care Schedule. The main goals of this schedule are to guarantee vaccination for every child, to provide families with the information they need regarding safety, nutrition and management of challenging child-rearing situations, and to offer treatment for health problems and developmental deficiencies;
- c) efforts to be promoted, adopted or strengthened so that parents, tutors or guardians fulfill their duty to maintain the good health of the children under their care;
- d) the specific and diverse needs of children with special needs to be met;
- e) preventive measures to be implemented and for timely detection and intervention to take place concerning those health conditions and factors that limit the growth and development of children, including but not limited to children born with fetal alcohol or drug withdrawal syndrome, among others;
- f) health professionals to develop the necessary know-how and professional competencies in normative and atypical child

development and screening procedures and instruments employed in the prevention and promotion of child health, and to address the specific needs of children with special needs;

h)[sic] health services to be rendered within an environment of respect and confidentiality, taking into consideration the values, the interests and the social context of the family or the responsible adult;

i) inter-sector networks to be developed so as to ensure continuity in health services throughout all cycles and stages of early childhood.

3) Arts and Culture.—The main interest in establishing this public policy shall be to contribute in the integrated development and formation of children in their early childhood by promoting the arts and culture as a source of physical, mental and spiritual health and a better quality of life.

Through diverse projects and activities that are appropriate for their different developmental stages, children shall be able to explore the vast field of the arts and their diverse media and to use them to represent their experiences, to develop and express their creativity and to acquaint themselves with the Puerto Rican and the international cultural wealth. The field of the arts shall comprise literature, dance, theater, music, plastic arts, architecture, popular arts and the museographic, archeological and ethnographic collections,

among other manifestations. For this purpose, care, development and education programs shall be encouraged to integrate arts and culture into their curricula, as well as the public education system of Puerto Rico; furthermore, the education of skilled professionals for their teaching shall be fostered.

It is hereby declared as a public policy that the Government of Puerto Rico shall be responsible for creating and implementing directly or through other public or private entities, all mechanisms within its reach in order for:

- a) the arts and culture to be promoted as regards to children in their early childhood, so that children in their early childhood may be able to freely express and develop their creative capabilities by using all media available;
- b) children in their early childhood to be exposed to the national and international arts and cultures through experiences that are appropriate for their developmental stages;
- c) role playing, free creative expression, artistic exploration, literary development and exposure to the national and international arts and cultures to be a part of the curricula in early childhood care, development and education programs;

d) children in their early childhood to be able to enjoy experiences based on child literature books that are appropriate for their different developmental stages, written by Puerto Rican as well as international authors.

4) Education.—It is the deliberate social processed directed toward facilitating and broadening the continuous development of human beings in their diverse individual, social and historical dimensions, with the purpose of fully developing their potentials and their capability to live in harmony with their environment. This includes their beliefs, values, ecological awareness, culture, family relations, general well-being and integrated development. As regards to education for children in their early childhood, this public policy aims at providing children with appropriate environments and a high-quality education, taking into account their strengths and meeting their needs; all of which shall be a part of a process that respects the capabilities, the different developmental stages, and the learning style of each and every child.

It is hereby declared as a public policy that the Government of Puerto Rico shall be responsible for creating and implementing directly or through other public or private entities, all mechanisms within its reach in order for:

- a) families, communities, care and development programs and public schools to be able to identify and develop experiences and learning opportunities for the integrated formation of children;
- b) care, development and education programs for our children in their early childhood to be developed and implemented; for early childhood programs to promote active learning and healthy community living to be developed both in pre-school and care settings and in elementary schools;
- c) early childhood care, development and education programs to ensure the well-being, the safety and the health of children by creating appropriate environments;
- d) oral language development to be fostered, as well as experiences to encourage reading and writing through different media, including information technologies and resources, in public and school environments, such as child literature rooms, reading corners, bookmobiles and school libraries, among others;
- e) the care, development and education of children in their early childhood to be under the care of qualified personnel that keeps abreast of the best practices established by renowned professional organizations, such as the National Association for the Education of

Young Children. All service providers shall be responsible for making people aware of the importance of adults who are committed with, sensitive to and knowledgeable in development issues, so as to be able to meet the particular needs of children in their early childhood.

f) programs directed toward the care, development and education of children in their early childhood that operate with public or private funds to use practices that are appropriate for the particular issues and the stage of development of each child and that comply with quality research-based standards promulgated by the Commonwealth;

g) for the general community to be made aware of the information regarding appropriate practices and quality standards in services rendered in the areas of care, development and education of children in their early childhood, so that parents may be able to make informed decisions when choosing the program which is most appropriate for their child;

h) all programs directed toward children in their early childhood to have access to information and resources for the betterment of the quality of their services and accreditation by renowned professional associations;

i) child play, exploration and discovery in interactive social environments that afford respect and freedom to be used as strategies for the physical, social, emotional, linguistic and cognitive development in early childhood care, development and education programs;

j) early childhood care, development and education programs to have a culturally appropriate curriculum that addresses all the dimensions of development and areas of learning, and which provides appropriate spaces and enough time for exploration and discovery, as well as for the appropriate interaction and the critical and reflective dialogue to take place between the adult and the children;

k) early childhood care, development and education programs to have an assessment component, with procedures and instruments that are appropriate for the developmental stage of the children and which address all dimensions of development and all areas of learning;

l) early childhood care, development and education programs to be based on respect for individuality, particular issues,

needs and strengths of the components which constitute the learning community;

m) early childhood care, development and education programs to implement their curricula, taking into consideration the assessment of the results obtained in the development of the children;

n) children in their early childhood to receive continuous services in the areas of care and education.

5) Safety.—The area of safety comprises protection guarantees and the efforts conducted in order for all children to have the opportunities they need to achieve their fullest physical, mental and emotional development, and in pursuing their best interests and well-being. This includes prevention concerning mistreatment, abuse and negligence, whether institutional or within the family home or the community. Safety is a state of peace of mind and prevention, as well as the way in which any risk situation is to be handled. It is the protection and the measures used to foster the well-being, to reduce the vulnerability, and to prevent damages or risks to the physical and emotional integrity of children in their early childhood within the settings or environments to which they are regularly exposed.

It is hereby declared as a public policy that the Government of Puerto Rico shall be responsible for creating and implementing directly or through other public or private entities, all mechanisms within its reach in order for:

- a) all children in their early childhood to feel loved, cared for and protected by their parents and to grow and develop in a safe environment. In the event that the adults responsible do not assume said obligation, the minor shall be entitled to the protection of the Commonwealth, pursuant to the provisions of Act No. 177 of 2003;
- b) safe spaces that are appropriate for children in their early childhood to be created;
- c) children in their early childhood to enjoy an environment that is free from hazards and risks in their home, their community and their care, development and education programs, so that they are provided with the opportunity to develop their human potential;
- d) children in their early childhood to develop and be cared for within an environment of healthy coexistence, order, peace and tranquility;
- e) children in their early childhood to grow in an environment in which adults have realistic expectations regarding

their behavior, present concrete answers to their needs and provide them with feasible alternatives for their betterment;

f) children in their early childhood to be able to use technological advancements to enhance their development and knowledge safely. Parents shall have the obligation of supervising minors in the adequate use of technological advancements, so that there is an assurance that these will enhance their development. Any adult who attempts to exploit a minor through technological media shall be punished by the Commonwealth;

g) the privacy of children in their early childhood to be respected and protected. For this purpose, the Commonwealth shall educate parents, teachers, caregivers and the communications media, so that they enforce stringent confidentiality measures to protect from disclosure the name, likeness, and intimate details in any situation involving children. Their parents, persons in charge or representatives are responsible for knowing the policies and practices relative to privacy and confidentiality, as well as the manner in which their data and information is used or to be used;

h) children in their early childhood to participate in educational and care programs that meet the needs of the size of the

group and the adequate ratio of children per adult for their age, pursuant to licensing requirements and the best practices directed toward facilitating an appropriate supervision;

i) children in their early childhood to receive sustenance from their fathers and their mothers, regardless of whether they live in the same house or not.

6) Family.—Pursuant to Act No. 177 of August 1, 2003, as amended, known as the “Comprehensive Child Well-being and Protection Act,” family is defined as two or more persons connected by consanguineous, juridical, or immediate or extended family relations, who share social, financial and affective responsibilities, whether living under the same roof or not.

Families are regarded as the social system closest to children, with the primary responsibility of enabling their development through child-rearing functions. Undoubtedly, the child-rearing process is affected by various factors, such as: characteristics of the child, characteristics of the parents, the state of psychological well-being of the latter, the community environment and the family context. All families have their strengths as well as the capability to successfully cope with different crises and challenges, whereby they grow and are strengthened.

In order for a family to fully discharge its function as an enabling agent in the potential for the development of a child, certain needs must be met, such as education on child-rearing through the promotion of the family's health and well-being so as to improve its quality of life. This declaration of public policy establishes multi-sector actions directed to improving the quality of life of children in their early childhood by enabling families to acquire control over the child-rearing process, while adequately addressing the developmental needs of their children in their early childhood. Thus, we seek to prevent behaviors that reflect high stressor levels—be it due to their family structure or to special physical health or mental health needs—from adversely affecting the development of children at this stage.

It is hereby declared as a public policy that the Government of Puerto Rico shall be responsible for creating and implementing directly or through other public or private entities, all mechanisms within its reach in order for:

- a) families to be recognized as the core institution that promotes the integrated development of children, and for parents to be recognized as the primary educators of their children;

- b) the Department of Education to integrate into its curriculum, from elementary school grades, courses that promote a responsible child-rearing process;
  - c) interventions and initiatives to be developed in seeking to offer training to families on the impact of conditions that affect the typical development of children;
  - d) educational programs to be broadened and strengthened in seeking to promote responsible child-rearing, so that these may constitute a valuable tool for prevention that is of assistance in enabling the fullest development of children in their early childhood.
  - e) the situation to be studied and for collaboration strategies to be developed in seeking to strengthen the role of grandparents in charge of rearing their grandchildren.
- 7) Child Play, Recreation and Sports.—The area of recreation in early childhood refers to an array of diversified and stimulating playful activities for the enjoyment and amusement of children, from which the children derive satisfaction and a feeling of well-being and whose characteristics will change to suit the needs, abilities, interests and preferences of the children and their developmental stage. For purposes of this public policy, child play and sports imply all manifestations of the

endeavors of early childhood expressed in playful activities, physical activity, movement, exercise, or initial motor aptitudes and athletic skills, practices according to their developmental stage.

In order to implement the public policy concerning this area, it is necessary to understand the concept of recreation for early childhood and to ensure the right to engage in child play for the enjoyment of spare time.

It is hereby declared as public policy that the Government of Puerto Rico shall be responsible for creating and implementing directly or through other public or private entities, all mechanisms within its reach in order for:

- a) the persons or entities in charge of recreation and sports to incorporate strategies that are appropriate for this developmental stage within their early childhood curricula, plans or programs;
- b) children in their early childhood to have available spaces to move freely and engage in active and passive play and to have access and contact with nature, within their family and community environment and within their care, development and education environments;
- c) children in their early childhood to be able to rest, as well as to amuse themselves, to play and to participate in recreational and

sports activities that are appropriate for their age and developmental stage;

d) children in their early childhood to participate in child play-based programs, activities and events, in seeking to provide all children with access to recreational and educational activities that promote their well-being, according to their capabilities and interests;

e) child play and recreation to be fostered, developed and supported, as well as non-federated and non-school physical movement and playful sports programs, so as to contribute to the physical and mental health of children in their early childhood, including children with special needs, to encourage their integration into the community;

f) awareness to be raised concerning the importance of child play in the development of children in educational programs conducted by caregivers and educators, as well as for the all-around education of recreation and sports professionals to be strengthened in terms of the early childhood developmental characteristics and needs;

g) the standards in effect to protect children in their early childhood to be followed by means of safe and appropriate practices in recreation and sports.

Section 4.—Citizen Co-responsibility and Strategic Inter-sector Alliances for the Implementation of the Public Policy.—

Our children are the responsibility of us all. Families are the center of the lives of all children. All children are entitled to a loving family that offers appropriate experiences for their full development. It is therefore vitally important that fathers, mothers or persons in charge of the care of children have the necessary tools to offer and to access the services necessary for their children. We need active families that are empowered by knowledge and able to obtain the best for their children.

Both the public sector and the private sector are important in order to achieve the implementation of the Public Policy on Early Childhood. This purpose is predicated on the premise that to successfully implement this public policy, it is necessary to incorporate the efficient inter-sector service coordination principle, and more importantly, the public endeavor co-responsibility principle. It is therefore absolutely necessary to establish alliances among all sectors which in one way or another are involved with early childhood.

Assuming responsibility for our children is vitally important in order to guarantee that our children achieve their fullest development and are given a head start toward the other stages of their lives. The development

and establishment of a clear vision and a coordinated system for early childhood which are predicated on the principles described herein and which recognize that our children are entitled to more and better opportunities to achieve their fullest development is the main goal we seek in declaring this public policy.

We recognize that this effort on behalf of our children cannot be successful if we do not have the collaboration of all key members of all sectors who in one way or another are involved or work with early childhood on a daily basis: families, the central government, the municipal governments, community organizations, and academia, among others.

By implementing the Public Policy on Early Childhood, we expect to be able to have: public administrators who are able to achieve its efficient implementation; an integrative entity which shall support the implementation of this public policy, establish priorities, and promote and facilitates collaboration between all agencies that administer programs and services for our children, so that these collaborate in the decision-making process and the offering of services; updated statistics about all aspects relative to early childhood, families empowered by knowledge who offer a supportive environment that promotes development and positive and healthy relationships; children provided with accessible and adequate health

services; more and better preconception, prenatal and perinatal care programs; programs to provide quality early childhood care, development and education; professionals who are duly educated in areas relative to services for these children, so that they may be provided with appropriate and enriching experiences; training, skill-building and education programs in areas relative to early education; environments for the recreation of children in their early childhood; care, development and education programs with curricula and practices that are appropriate for child development; curricula which include child play, arts and culture, and sound health and nutrition practices, among others; safe, risk-free environments for our children, where they may enjoy themselves and develop adequately; alliances with the community and the private sector for the development of early childhood programs; support to municipal governments and community organizations in the development of programs directed to early childhood; support to families in their primary role as the first teachers of their children; and support services for families such as child care and development, child-rearing education programs for parents, and the making of house calls as an intervention technique, among others.

Section 5.—Responsibilities of the Central and Municipal Government Agencies.—

Through this public policy, it is hereby declared that the agencies, entities and instrumentalities of the Government of Puerto Rico shall be responsible for procuring, supporting, keeping in custody, facilitating, coordinating and appropriating funds for the implementation of the public policy in all areas identified above. This includes but is not limited to:

- 1) promoting the production of written materials to develop mass information campaigns about early childhood issues;
- 2) disclosing the Public Policy on Early Childhood set forth in this Act, as well as the programs and the initiatives established thereunder, to its personnel, affiliates and the community served, according to the means within its reach;
- 3) conducting studies on demand needs, availability and quality of early childhood services by area of services and facilitating the collaboration between agencies to achieve the implementation of the public policy set forth in this Act;
- 4) developing a strategic plan for the implementation of all early childhood policies;

- 5) designing, developing and implementing initiatives and programs directed to the implementation of the public policy on early childhood;
- 6) identifying and providing the fiscal resources needed to implement the public policy on early childhood, according to the budget available;
- 7) revising the internal policies of each agency, so that regulations, circular letters and administrative orders generated thereby contemplate the principles, postulates and provisions set forth in this Act;
- 8) designing, developing and implementing strategies for inter-agency and inter-sector coordination, to guarantee a coherent and efficient system of services that address the needs of children, and most particularly, of children in their early childhood and their families;
- 9) conducting all possible efforts to ensure continuity in the services for all children served;
- 10) monitoring the implementation of the public policy on early childhood set forth in this Act and fostering the continuous evaluation of the effectiveness and efficiency of programs and services established to address early childhood needs.

Municipal governments play an essential role in providing and coordinating local services. They are able to coordinate services in an efficient, expeditious and organized manner with communities, as well as with community-based and faith-based organizations, and with other community components.

Through this public policy, it is hereby declared that municipal governments shall be co-responsible, without impairment of their authorities and powers pursuant to the Autonomous Municipalities Act, for the implementation of this public policy regarding the following, not to be construed as a limitation:

- 1) identifying services in the community which facilitate the implementation of this public policy;
- 2) assisting in the assessment of the needs of children in their early childhood and their families, in coordination with the agencies of the Government of Puerto Rico and with the various nonprofit and for-profit community entities and programs, and with faith-based organizations, among others, that offer early childhood services;
- 3) developing programs, activities and initiatives for children in their early childhood, and most particularly, for children with special needs and their families within their communities, in the areas identified in this

public policy and in accord with the principles and mandates set forth in this Act, according to the fiscal resources available and within their reach;

4) participating in prevention, education and the rendering of quality services for early childhood citizens of their jurisdiction;

5) providing the infrastructure and establishing alliances with community and faith-based organizations and with other institutions in the municipality in order to facilitate the availability of safe and appropriate facilities and spaces, as well as the maintenance thereof, for the use, enjoyment and servicing of children in their early childhood;

6) assisting in the procurement and solicitation of fiscal resources from external sources for the implementation of this public policy;

7) maintaining close coordination and communication with the Central Government, community organizations, faith-based organizations, nonprofit and for-profit organizations, and the higher education institutions in their jurisdiction for the implementation of this public policy.

Section 6.—Coordination Among Organizations Serving Early Childhood.—

Community, for-profit, nonprofit and faith-based organizations, as well as other community institutions that receive public funds, shall provide direct services or support the services of the Central and/or Municipal

Government for children in their early childhood, in accord with the means available. These community, nonprofit, for-profit and faith-based organizations shall have direct participation in the following areas but are not limited to:

- 1) knowing the profile of families and their needs within their communities;
- 2) developing programs, activities and initiatives for children in their early childhood, and most particularly, for children with special needs and their families, in their communities, for the areas identified in this public policy, pursuant to the principles and mandates set forth in this Act and according to the fiscal resources available and within their reach;
- 3) assisting the Central and the Municipal Governments in the identification of resources that are available in their communities;
- 4) operating as agents of change in the creation of new projects in keeping with this public policy;
- 5) promoting the appropriation of funds for the implementation of this public policy.

Section 7.—Creation of the Governor's Multi-sector Council on Early Childhood.—

The Governor's Multi-sector Council on Early Childhood is hereby created, in order to have a collaborative structure that fosters a unified vision and the coherent, coordinated and efficient rendering of services to children and their families by all agencies of the Executive Branch, together with the municipal governments and that provides support and advice to the Governor when implementing and developing the Public Policy on Early Childhood.

1. The Governor's Multi-sector Council on Early Childhood.—

The Multi-sector Council shall be the main integrative entity in terms of the vision of the Executive and the system of services rendered to children in their early childhood and their families. This Council shall unify the main Commonwealth officials and key interested parties into a common agenda for children in their early childhood.

A. The general objectives of the Multi-sector Council shall be the following:

1. developing and implementing a unified vision and strategies to foster and facilitate the well-being, the protection and the integrated development of children;

2. establishing a comprehensive and lasting commitment with children in their early childhood;
  3. fostering a sustained economic development by means of a significant investment in the workforce of the future;
  4. creating a system of comprehensive, coordinated and high-quality services for children in their early childhood and their families;
  5. creating cost-efficient strategies that improve the rendering of services and enhance their efficiency;
  6. supporting and facilitating the hiring, development and retention of professionals that work with children in their early childhood.
- B. The Multi-sector Council shall be attached to the Office of the Governor and shall answer to him/her in the discharge of its functions, pursuant to the strategic plan established by the Council for the implementation of this Act.
- C. Composition of the Multi-sector Council.—The Multi-sector Council shall be composed of eighteen (18) members maximum and shall be constituted by representatives of the government sector and the civil society. The representatives of the Commonwealth government sector shall be: the Secretary of the Family, the Secretary of Education, the Secretary of Health, the Secretary of Sports and Recreation, and the Executive Director of the

Institute of Puerto Rican Culture. Furthermore, the Police Superintendent and the Director of the Planning Board shall be invited to join the Council.

The municipal government sector shall be represented by one representative from the Mayors' Association and one representative from the Mayors' Federation.

Each Commonwealth agency represented in the Multi-sector Council shall appoint an individual who shall serve as key contact. Agencies may assign additional personnel, if necessary, to implement the endeavor entrusted to the Council.

The civil society shall be represented by nine (9) persons from the following sectors: the philanthropic community, commerce or industry and banking sector in Puerto Rico, nonprofit or community-based nongovernmental organizations, professional organizations, academia, and the citizenry. Specifically, the Multi-sector Council shall be composed by: one (1) representative with experience and knowledge in philanthropic matters; one (1) representative from the commercial or industrial sector in Puerto Rico; one (1) representative from the banking sector; two (2) members representing the postsecondary education sector in Puerto Rico; and four (4) representatives with leadership and experience in early childhood programs.

Council representatives shall be active members of the organization that they represent. Organizations may replace their representative on one or more of the following grounds: resignation, death, permanent disability, conflict of interests, questionable reputation, or other circumstances which the organization members believe will prevent the exercise of this representation from serving their best interests.

D. The members representing each civil society organization shall be subject to nomination by the Governor and be selected by the affirmative vote of the members of each organization an certified through a Corporate Resolution.

E. Representatives of interested civil society sectors shall hold office for a term of six (6) consecutive years or until their successors are appointed and take office.

F. The Governor of the Commonwealth of Puerto Rico or his/her authorized representative shall call the meetings of the Multi-sector Council and preside over the same.

G. The Council shall meet at least twice (2) every three (3) months. The Governor may summon to other meetings after giving notice with not less than seven (7) calendar days in advance. Quorum shall be deemed to be established when there is attendance by the majority (defined

as half plus) of Council members. In all decisions made by the Council, there shall be a quorum established, and decisions shall be approved by the affirmative vote of the majority of members present. Due to the importance of the meetings, the Council shall ensure that all necessary efforts have been exhausted to adequately summon all its members, including, if necessary, duly providing transportation to representatives of the organizations that render early childhood services, who have been nominated by the services organizations.

H. The Council may invite to its meetings and proceedings representatives from agencies and instrumentalities of the Government of Puerto Rico, as well as nonprofit and faith-based private and community institutions, any representative from the private sector, and representatives from universities and institutions devoted to providing early childhood services, with the purpose of enriching the proceedings of the Council.

Section 8.—Functions and Responsibilities of the Multi-sector Council.—

The Multi-sector Council shall be responsible for the effective planning, the identification of financial resources and the coordination between agencies and public and private entities, with the purpose of offering adequate services and to prevent the duplication of services.

Furthermore, it shall be responsible for monitoring the effective and timely rendering of the services and for protecting the rights of children, and most particularly, of children in their early childhood, with the purpose of achieving the implementation of this public policy. Specifically, the Council shall have the following functions:

- A. conducting studies on demand needs, the availability and the quality of early childhood services by area of services, so that the working priorities of the Council may be identified;
- B. identifying and summarizing for reference (with the assistance of the Office of the Council and other related dependencies) the results of the latest early childhood research as published locally, internationally and in the United States, the service systems that address the issues and needs of these children and the long-term benefits from an economic perspective, and the new trends in early childhood programs;
- C. developing a strategic plan for the implementation of all public policies on early childhood. Universal factors in service systems, such as the availability, the equal access, the quality, co-responsibility and integration of services or inter-agency / inter-sector coordination and financing, provide a good framework for the evaluation of the existing service system and the

planning for the system that we strive for, in each working area set forth in the measure;

D. preparing an annual action plan on the endeavors of the Council, based on the strategic plan previously developed;

E. revising and contributing to the goals and objectives relative to childhood services in the annual plans of each agency belonging to the Council and responsible for implementing this Act, in order to ensure its conformance with the strategic plan, including the results expected;

F. contributing to the design, development and implementation of initiatives and programs directed to the implementation of the public policy on early childhood;

G. identifying financing strategies and methods for the development of the public policy on early childhood;

H. identifying strategies that could increase the efficiency and cost-effectiveness of the childhood service system, and most particularly, for early childhood services in Puerto Rico;

I. designing, developing and implementing inter-agency and inter-sector coordination strategies that guarantee an efficient and effective service system to address the needs of children, and most particularly, of children in their early childhood and their families;

- J. promoting research on early childhood-related issues;
- K. establishing collaboration agreements and alliances across all sectors so as to reconcile the interests and needs of children and to attract partners in the investment on children;
- L. identifying and coordinating need, service and service modality areas to address early childhood needs, in order to integrate the efforts of the central government, the municipal governments, the private sector, the research centers and those other nonprofit and faith-based entities that address these issues;
- M. developing and implementing an educational campaign addressed to the general population on early childhood matters and issues;
- N. disclosing the Public Policy on Early Childhood set forth in this Act, as well as the programs and initiatives established thereunder, in accord with the means available;
- O. assuming any additional responsibility or duty as required by the pertinent Federal laws in relation to the public policy set forth in this Act;
- P. preparing and submitting an annual report to the Governor and the Legislature, as well as to any other entity that so requires, summarizing all activities conducted and the achievements obtained during the year, as

well as the challenges to be met. If necessary, said report shall include any report evaluating the programs and services offered by the various agencies, identified in its work plan.

Section 9.—Office of the Governor's Multi-sector Council on Early Childhood.—

The Office of the Governor's Multi-sector Council on Early Childhood shall be responsible for the discharge of the following functions in order to support the general operations of the Council:

- A. coordinating the meetings of the Council;
- B. keeping an agenda on the activities of the Council;
- C. preparing and keeping an updated directory of services for children, and most particularly, for children in their early childhood and their families;
- D. assisting the Council in the gathering of statistic information from all agencies belonging to the Council, in relation to the services and needs of children in their early childhood;
- E. preparing and keeping organized the official documents of the Council;

F. serve as a liaison between Council members, the personnel assigned by the agencies, and the general community in terms of the purposes and responsibilities set forth in this Act;

G. working in close coordination with Council members and provide support to their endeavor, in order to develop the activities established in this Act;

H. assist the Council in the preparation of plans, reports, and documents relative to its functions as requested.

The Office of the Council shall have an Executive Director, appointed by the Governor.

Section 10.—Budgetary Appropriation.—

An appropriation for the sum of (b)(4)

dollars is hereby recommended, to be solicited from the GDB through a proposal, chargeable to the corresponding fund of the Children's Trust. Subsequently, the Executive Director of the Office shall be responsible for identifying and soliciting the additional funds needed for the Office to operate efficiently. These funds may be originated from Commonwealth or Federal sources.

Any and all agencies addressed in this Act shall solicit annually the funds needed for the implementation of this public policy, once they have established their action plan and the same has been submitted to the Council.

Section 11.—Transitory Provisions.—

- A. The Governor's Multi-sector Council on Early Childhood shall be constituted within the first three (3) months of effectiveness of this Act.
- B. The Council shall adopt bylaws as necessary for its operation within the first six (6) months of effectiveness of this Act.
- C. The Council shall be responsible for disclosing and providing orientation to agencies and instrumentalities of the Commonwealth and the municipal governments regarding the public policy set forth herein and concerning the plans required from the agencies of the Government of Puerto Rico for its implementation, within the first twelve (12) months of effectiveness of this Act.
- D. The Council shall be responsible for preparing the Strategic Plan for the implementation of the public policy set forth in this Act. The agencies shall be responsible for preparing their plans to achieve the implementation of this public policy, within the first twelve (12) to eighteen (18) months of effectiveness of this Act. These action plans shall be submitted to the Council.

E. All agencies shall be responsible for soliciting from the Legislature the financial resources needed to comply with the provisions of this Act, within the second year of effectiveness of this Act.

Section 12.—Severability.—

If any clause, paragraph, section, subsection or part of this Act were to be found unconstitutional by a competent court, the ruling to that effect shall not affect, prejudice or nullify the remaining provisions of this Act.

Section 13.—Effectiveness.—

This Act shall take effect immediately after its approval.

## CERTIFICATION

I hereby certify to the Secretary of State that the following Act No. 93 (S.B. 2080) (Conference-Reconsideration) of the 7<sup>th</sup> Session of the 15<sup>th</sup> Legislature of Puerto Rico:

**AN ACT** to adopt the "Act for the Development and Implementation of the Public Policy on Early Childhood," to establish a public policy that addresses the issues and needs of early childhood in Puerto Rico; establish the responsibilities of the Central Government and of the Municipal Governments; to facilitate coordination between all public and private entities that render services to children; to create the Governor's Multi-sector Council on Early Childhood; to establish its duties and responsibilities; and for other purposes;

has been translated from Spanish to English and that the English version is correct.

In San Juan, Puerto Rico, today 15<sup>th</sup> of August of 2008.

Francisco J. Domenech  
Director

August 15, 2014

**Circular Letter 08-2014-2015**

Undersecretary of Academic Affairs, Undersecretary of Administration, Associate Secretary of Special Education, Auxiliary Secretaries, Interim Administrative Director of the Institute of Training and Advice to Schools, Director of the Institute for Teachers' Professional Development, Office Director, Programs and Divisions, Educational Regions Directors, Special Assistants in charge of School Districts, School Superintendents, Auxiliary Superintendents, Teachers Facilitators, School Principals, Teachers and School Community.

**PUBLIC POLICY FOR TEACHING IMMIGRANT STUDENTS OR STUDENTS WITH LIMITED SPANISH PROFICIENCY**

The Title III Program, *Language Instruction for Limited Spanish Proficient and Immigrant Students*, offers services to students whose first language is not Spanish and immigrant students with less than three years in the education system. This group is served through the Limited Spanish Proficiency and Immigrants Program.

**A. Limited Spanish Proficiency Program**

The objective of the Limited Spanish Proficiency Program (LSP) is to get students to speak, write, read and understand the Spanish language and reach their academic goals, according to its annual measurable objectives. These students are protected by the Federal Civil Rights Act of 1964 (CRA), which requires the Department of Education of Puerto Rico (DE) to identify all students with Limited Spanish Proficiency in order to provide services to them. Under that statute, the Flexibility Plan requires all schools in the public education system to offer differentiated services to this population.

As part of compliance with all statutory, federal and state requirements and the objectives of the LSP, an annual process to identify, locate and provide educational and assessment to students in all schools LSP is conducted. Each school principal must design and implement a work plan that addresses this population.

As part of the activities to be developed, the Language Review Committee Organization (COREL, for its Spanish acronym) will be required and it will consist of: a parent or caregiver, the school principal, the Spanish teacher facilitator, a Spanish teacher in the school, a special education teacher (if necessary) and a representative of the support staff. The COREL should offer progressive follow up of student performance in all academic areas; this includes performance and

academic achievement in the Spanish language. The principal will encourage parent participation with the committee through written, telephone or home visits, if necessary, and complete the Student Profile for each student in the Title III Program (Appendix 1). The assistant superintendent or a Spanish facilitator of the state program will work in these processes to guide and train principals and teachers to ensure that these procedures are followed. They will also make sure that the services offered by the Title III Program are aligned with the Flexibility Plan. Therefore, the necessary attention should be paid to all schools, especially those that are classified as Focus Schools and Priority Schools, so that interventions respond to the reasons why the school received this classification.

#### Process to identify students with Limited Spanish Proficiency

The process starts from the moment the parent or caregiver applies for admission to the school. The principal will provide the documents and ask them to complete student data. Among the documents to provide is the Parent Compact, which includes the Home Language Survey (HLS). This includes:

- 1) Main language of student at school
- 2) Main language of student at home
- 3) Main language of the mother, father or caregiver
- 4) Country of origin of the student
- 5) Amount of time in the United States or Puerto Rico. (see appendix 2)

The principal will validate the information provided by the mother, father or caregiver and enter the data to the Student Information System (SIS) within the next 5 working days from the admission date. If the HLS identifies a language other than Spanish in any of the questions about language, the student will be considered as a candidate for the LSP program and should be evaluated, as such, to determine their level of academic achievement in Spanish and confirm if he or she qualifies as a LSP student.

The LSP Program, assigned to the Assistant Secretary of Academic Affairs, will administer a placement test (language proficiency test) to the candidates identified. The results of the placement test will:

- 1) Identify the level of academic achievement and performance in Spanish
- 2) Place the student according to their level of implementation
- 3) Establish the service and support that will be offered to the student directly or indirectly

The test results will be delivered to the school and, through these, the students that will receive the LSP Program, including services of Title III-A, will be identified. The SIE administrator will activate the data of participating students. The results will be given to the mother, father or caregiver within 30 working days from the placement test; they must examine the document and decide whether or not they agree that their child receives LSP program services. The parent or caregiver has the right to refuse the services offered, but this does not exclude the student from receiving examination during their school life until they reach the accepted academic achievement level. The COREL will review the student's LSP individualized plan: the notification must comply the requirements of section 3302 (a) of Title II. The school will keep as evidence for 5 years all the documents related to the process (appendix 3 and 4).

#### LSP Student participation in the Puerto Rican Academic Achievement Tests (PPAA)

All LSP students, including those students with less than 12 months of enrollment in our education system need to engage in the PPAA like the rest of the students in the system, this includes the Spanish subject.

The LSP students are identified as a subgroup in the PPAA and have their own distinct academic goal through its annual measurable objectives. The DE implements these objectives in order to with students who have language limitations.

The first objective measures the progress made by LSP students in the language annual testing. The second objective estimates the number of students reaching the required academic achievement in Spanish (after having reached the expected level, students are not eligible to receive program services Title III). In the third objective, it is reported if LSP students reached adequate yearly progress (AYP, for its acronym in English, a requirement of Title I) in the PPAA.

These objectives are created by taking into consideration the progress of students according to their performance on tests of linguistic and academic achievement in PPAA. In any case, the results of standardized tests are used, among other evaluation mechanisms used to measure achievement. The results of this data will be analyzed to determine LSP student academic services.

Students continue to receive services until they prove they are proficient in Spanish and can perform content areas on equal terms with other students. This determination is the responsibility of the Title III program director, the Unit of Planning Statistics and the central level.

Students who get a proficient score and meet at least two of the following criteria shall be considered ineligible:

- 1) Achieving the required level of competence.
- 2) Demonstrate proficiency in the use of the Spanish language and skills in the subject.
- 3) Get the level of academic achievement in the results of the PPAA in the subject of Spanish.

- 4) Get a 2.00 average or above on the Spanish subject.
- 5) Submit a portfolio evidencing the mastery of skills of listening, speaking, reading, writing and understanding Spanish.

The LSP Program Director will notify his/her determination to superintendents and school principals. Monitoring to graduate students will be given for two years, although they will not continue to take the progress test.

## **B. Immigrants Program**

Immigrant students are foreign students who meet the following criteria:

- 1) They were born outside the United States or its territories
- 2) They are between the ages of 3 to 21 years
- 3) They have less than 3 years of enrolment in a school system in the United States or its territories

The procedure to identify immigrant students starts from the mother, father or caregiver applying for admission to the school. The principal will provide the relevant documents and they will be asked to complete the student information, including the commitment of parents and their Home Language Survey (HLS). The principal verifies the information of HSL and determines whether the student meets the criteria for identification as an "immigrant," according to the definition established in Title III program Part A of the ESEA.

The principal will enter the validated information in the SAR. The Assistant Secretary for Planning will identify immigrant students and will perform the necessary processes to ensure the quality, accuracy and reliability of the data at the end of each month.

The principal will keep the HLS physical document as supporting document for data validation or monitoring tests for a minimum term of 5 years.

The LSP Program will provide services and support to ensure that these students integrate into the Puerto Rican culture and meet the standards of excellence in the curriculum of our educational system. Educational opportunities may include family literacy, training parents to support their children in the learning process, tutoring, mentoring, counseling services, purchase of educational materials, programmed and technology.

### Responsibilities of the LSP program director (central level)

- 1) Write a work plan according to the needs identified.
- 2) Disclose changes regarding the Flexibility Plan and objectives of the Title III, Part A.
- 3) Properly manage the allocated funds to serve this population.

- 4) Coordinate the administration of the annual needs assessment to teachers of immigrant students or LSP students (Appendix 5).
- 5) Coordinate the process for identifying potential immigrants or students with LSP.
- 6) Collect data on potential immigrants or LSP students in the SIE to report it to the offices of the superintendents.
- 7) Coordinate orientations to school superintendents, auxiliary superintendents and Spanish facilitators about the administration of the linguistic academic achievement test.
- 8) Disseminate the results of the placement test.
- 9) Adopt, implement and provide technical assistance to superintendents and school principals on educational programs aimed at the immigrant population and LSP.
- 10) Conduct field visits in collaboration with district programs and school staff to determine the effectiveness of the Title III program in schools, according to its work plan and students' progress.
- 11) Coordinate and carry out the necessary professional development activities, according to the findings in the teachers' needs assessment.
- 12) Evaluate the effectiveness of implemented teaching programs.
- 13) Evaluate the effectiveness of professional development and technical assistance offered.
- 14) Monitor students' progress through testing.
- 15) Inform the Assistant Secretary of Academic Services and the Office of Federal Affairs about activities carried out and the annual students' progress.
- 16) Analyze the performance of immigrants and LSP student's in the administered test.
- 17) Prepare and submit to the Assistant Secretary of Academic Services and to the Office of Federal Affairs the required reports.

#### Responsibilities of the school district

- 1) Establish the school district COREL.
- 2) Disseminate the Flexibility Plan and the Title III, Part A program objectives.
- 3) Coordinate with school principals the administration of teachers' needs assessment.
- 4) Develop professional development activities aimed at increasing the use of strategies and research based methodologies, specially designed to assist immigrant students and students with limited Spanish proficiency.

- 5) Provide technical assistance to modify the curriculum and teaching methods
- 6) Collaborate with school principals or their representatives in the management and interpretation of test results.
- 7) Develop curriculum materials and assessment techniques appropriate to the needs of immigrants or LSP students to increase their academic achievement.
- 8) Evaluate the effectiveness of programs and activities that were developed to improve the academic achievement of immigrant or LSP students.
- 9) Maintain evidence of orientation meetings and outreach: memos, meetings, agendas, distributed copies of the material in sheets and evaluation sheets (for 5 years).
- 10) Monitor the updated data of LSP and immigrant students in the SAR.
- 11) Develop and implement training for parents of immigrant or LSP students to assist in the education of their children.
- 12) Implement projects that support the effective use of technology to improve teaching and assessment of immigrant or LSP students.

#### Responsibilities of the school principal

- 1) Disseminate the Title III, Part A program objectives in their school.
- 2) Administer the *Language Used at Home* Questionnaire and ensure data entry in the SAR.
- 3) Establish the COREL and prepare individualized plans for students identified as LSP, in addition to completing the Student Profile by classification of schools services: Excellence, Transition, Focus and Priority (Appendix 4).
- 4) Administer annual needs assessments to all teachers and professionals.
- 5) Inform teachers of students who take the tests.
- 6) Coordinate and supervise the administration of the tests on the scheduled dates.
- 7) Convene and manage COREL.
- 8) Notify the mothers, fathers or caregivers using the forms of the program about test results, the services their children receive and the progress of the students.
- 9) Coordinate and provide training or extracurricular activities aimed at the inclusion of mothers, parents or caregivers during the school year.
- 10) Supervise the implementation of the individualized plan for LSP students.

- 11) Ensure that the accommodations to LSP students in the administration of the PPAA are provided.
- 12) Encourage the participation of teachers in professional development activities.
- 13) Keep record of the services, equipment and materials provided by the Program to LSP students.

Responsibility of teachers:

- 1) Plan and provide educational services to students identified with LSP and Program participants, according to the plan recommended by the COREL educational services.
- 2) Complete the LSP student profile.
- 3) Attend professional development and training.
- 4) Implement educational strategies for immigrant or LSP students.
- 5) Provide established accommodations and services to LSP students.
- 6) Record evidence of the work, such as test scores, academic progress and educational programs, among other indicators.

This circular letter supersedes any previous document whose guidelines wholly or partially conflict with the rules established.

Cordially,

Prof. Rafael Román Meléndez

Secretary

**COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION**

**OFFICE OF THE SECRETARY**

July 20, 2013

**CIRCULAR LETTER No. 6-2013-2014**

Undersecretaries, Associate Secretary for Special Education, Assistant Secretaries, Executive Director of the Institute for Administrative Training and Advice to Schools, Director of the Institute for Teacher Professional Development, Directors of Offices, Programs and Divisions, Educational Regions Directors, Special Assistants in charge of School Districts, School Superintendents, Assistant Superintendents, Teachers Facilitators, General Supervisors, Zone Supervisors or Managers of the Education for Children program, School Principals, Kindergarten Teachers and Parents.

**PUBLIC POLICY ON THE STANDARDS, PROCEDURES AND GUIDELINES THAT WILL RULE THE OPERATION OF KINDERGARTEN.**

The Puerto Rican educational system aspires to establish practices that promote the development of citizens that are productive, independent, learners for life, law abiding and respectful for the environment, capable of contributing to the common well-being. Pursuant to **Act 149-1999 (Act No. 149 from July 15, 1999)**, known as **Organic Act of the Department of Education of Puerto Rico**, the educational system is organized in the levels of programs of pre-school education, elementary, secondary, special education, occupational and technical, and adult education. Also, Article 3.03 provides that the study programs of the school will adjust to the needs and experiences of their students, be pertinent to their social and cultural reality, foster the imagination, awaken the curiosity of the students and provide the students the opportunity to develop the capacity to observe and reason. Kindergarten is part of the elementary level where the social, emotional, linguistic, cognitive, physical and creative development of the individual is promoted.

**Act 79-1995 (Act No. 79 from July 19, 1995)**, on Article 1.03 provides for compulsory attendance for all five (5) year old students. Kindergarten is the official entrance to elementary school. This circular letter sets the standards and guidelines that will rule its operation, pursuant to this provision and with the purpose of giving uniformity to the processes.

**A. INTEGRATED CURRICULUM FOR KINDERGARTEN**

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**Disclaimer** – For legal purposes, regarding the Civil Rights Act of 1964, the use of the terms students, teacher, director, supervisor, technician, human being, member, citizen and any other who can make reference to both genders, includes both the masculine and feminine.

**P.O. BOX 190759, SAN JUAN, PUERTO RICO 00919-0759 \* TEL. (787) 773-5800 \* FAX (787) 250-0275**

The Department of Education does not discriminate on the basis of race, color, sex, age, religion, marital status, place of birth, national origin, social condition, political or religious ideas, age or handicap in the provision of educational services and employment opportunities.

In the profile of the graduate student from the public school system, has the aspiration that the student reaches competencies such as: being an active member of the community, an effective communicator, entrepreneurial and an ethical being. From kindergarten, the comprehensive development of the child is promoted. It is expected the student be an active human being, who promotes his/her own learning experiences; through exploration, discovery, analysis, questioning, reflection and decision making. On the other hand, Quintero (2002) highlighted that "we should understand that there is no privileged way to organize the development of all students, but a diversity of alternatives to attend the variety of interests, abilities and talents of the students".

The **Children Education Program** hopes to reach the quality and educational excellence by promoting the holistic development of the child through an integrated curriculum conducive to research, creativity, problem solving, the development of language and humanism.

The Appropriate Practices developed by the "National Association for the Education of Young Children" (NAEYC), set quality criteria that help educators to select and plan effective and adequate educational experiences. Attend each child in the level of physical, social, emotional and cognitive development in which he/she is located, identify adequate goals, assuring that these may be reached by all students, while at the same time offering challenges, acknowledging that the educational goals will vary from individual to individual, depending on the level of development, experiences, knowledge, skills and context in which the learning experiences are offered (Copple & Bredekamp, 2009).

Prominent theories such as those of Piaget, Vygotsky and Erickson and various research bodies consider the cognitive development from the interactive constructivist perspective. The students build their knowledge and understanding of the world in the course of their own experiences, and also from parents, family members, peers, books and other means. They learn from right. The students absorb all the information that surround them and elaborate their own conceptions and hypothesis about the world.

The plans and class organization teachers makes, their sensibility, capacity of response to all the students, their interactions with them at every moment, exert the greatest influence on the development and learning of the students. The way teachers design the learning experiences, captivate students and these must respond to them.

The main objectives, as per the Conceptual Framework of the Kindergarten Program (2003) are the following:

- Offer an inclusive, humanist and interactive curriculum through which the talents, competencies, skills and knowledge of the students are developed and their knowledge is enriched.
- Promote play as an essential mean for the comprehensive development in pre-school years.
- Foster a secure, sound and pacific environment between students and the community.

- Encourage the development of language from a cognitive perspective to facilitate communication, imagination, analysis and reflection.
- Develop investigative interest through observation, experimentation, exploration, problem solving and reasoning.
- Implement innovative teaching strategies directed to the strengthening of early education.
- Develop activities and strategies framed in standards that foster integration between academic disciplines, development dimensions and the technological area.
- Adopt the use of various technological means as part of the integrated curriculum.

Kindergarten offers the student the first formal educational experiences that will make him/her distinguish in society, facing new challenges in a critical and creative way, individually and collectively. The integrated curriculum minimizes the fragmentation of knowledge, increases the meaning and relevance of the content. Equally, it reinforces the truly important aspects for learning, promotes more elevated levels of knowledge and understanding. Research related suggest that the organization of themes is a learning tool that symbolically represents a structure and its relations, so as to allow to incorporate a global vision of knowledge to mental schemes. The brain learns in a comprehensive manner, so the topics and contents should be in relation to each other. In this modality, the teacher designs the curriculum based on questions, interests and needs of his/her students (generative themes).

Each teacher, as an early childhood specialist must comply with the requirements established in the circular letters, academic standards, learning expectations and the Conceptual Frameworks of each subject. **Every ten weeks the teacher will complete the progress report of the corresponding cycle in the SIE.**

### Learning Centers

Learning centers are defined spaces that allow to locate materials and equipment that promote holistic development. These allow to organize knowledge, competencies, grade expectations and values established in the curriculum in an integrated manner. The learning centers are the following:

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| • Water and sand                | Social studies (social research)    |
| • Home area                     | Dramatic games                      |
| • Art                           | Manipulative games                  |
| • Library                       | Reading                             |
| • Blocks                        | Mathematics (mathematical research) |
| • Science (scientific research) | Music                               |
| • Writing                       | Schoolyard                          |
| • Listening                     | Technology                          |

Learning centers respond to the particularity of each generative topic selected. These may vary during the entire year.

### Other considerations within the Kindergarten Program:

1. The organization of generative themes will focus on the particular needs of each group. Opportunity will be provided to expand and deepen the themes per each academic area and values.
2. The teacher will develop the themes using technical organizers maintaining curricular integration. Graphic organizers are learning tools that symbolically represent schemes, conceptual maps; among others, structure and its possible relations (Esteves, Cruz & Corujo, 2007). Among their benefits: they centralize the attention in the significant aspects, integrates new knowledge, increases the development of concepts, promotes discussion in an organized, convergent and focused manner, helps in the planning of instruction and serves as an **assessment** and evaluation tool (see Attachment #1 and Attachment #2).
3. The discussion of themes may vary in duration. What matters is to evidence and meet the expectations required for each cycle until completing the forty weeks. This does not mean that other expectations may be included and continue its development throughout the entire academic year.
4. The particular needs of each group will determine the themes to be developed. However, the following are suggested:
  - around the world
  - art
  - circus
  - human body
  - plants
  - professions
  - animals
  - senses
  - my school
  - my family and community
  - our planet
  - other themes
  - Puerto Rico
  - the universe
5. The development of other generative themes departs from the interests and needs of our students. It is why the KWL table (what I know about the theme, what do I want to know, how do I investigate it) will be used. This graphic organizer allows the students to participate of an active learning process. This strategy may be used in small or large groups, to generate discussion and understanding of a theme (see Attachment #3).
6. For the development of literacy, we should consider the following aspects:
  - a. book clubs
  - b. creation of books

- c. to create a reading center
  - d. encourage the use of various literary genres, such as poetry, rhyme, drama, fables, twister and songs, among others
  - e. identify sounds and letters incidentally and formally
  - f. oral reports
  - g. projects
  - h. selection of stories related to the generative theme
  - i. visit the library regularly
  - j. daily oral reading in large group
  - k. others
7. Reading, writing or mathematics workshops have a thirty (30) minute duration and must adjust to the particular needs of each group as long as the school organization allows it.
  8. Family integration is an essential part of the kindergarten curriculum. Studies demonstrate the positive effects of their participation in the development and school achievement of their children. It is important to integrate them in voluntary activities and in the preparation of periodical reports related to the educational processes.
  9. Open air activities offer a practical environment for the development of directed skills in the fine and gross motor skills areas, establishing a connection with the environment. These provide all types of experiences of great help. It is suggested: home garden, water and sand, physical activities, outings, experimentation and demonstrations.
  10. **Every material, equipment and books to be used by teachers must be consulted to the Children Education Program**, so that children are aligned according to the Public Policy established for the Kindergarten Program.

## **B. RULES OF ADMISSION TO KINDERGARTEN**

1. The student must have turned five (5) years of age on August 31 of the current year.
2. The student who turns five (5) years old in the period between September 1 and December 31 of the current year will be registered in a waiting list organized in chronological sequence, according to the date of birth. If the grade enrollment has not been completed, will proceed to fill the available spaces

- from the first week of August, according to the list of applicants who turn five (5) years old between September 1 and December 31, pursuant to the terms of the school organization. **Priority will be given to those students who have reached the required age for the grade. The group must be fully formed at the beginning of the month of August.**
3. The Programming and Location Committee (COMPU for the Spanish acronym) will make decisions on the best location of the student, considering his/her abilities and particular needs. When a child is eligible to receive the Special Education services and is about to reach five (5) years of age, COMPU will evaluate all alternatives of location, including remaining additional time at the pre-school level or facilitate location alternatives that result less restrictive, according to the Procedures Manual.
  4. In the case of students identified as gifted, their placement to kindergarten shall be governed according to what is set out in the current circular letter.

### C. REGISTRATION

1. During the month of October, each school will be responsible to hold an Open House to the community, with the purpose of making known the services the school offers and the general operation of the Kindergarten Program. The school will prepare a preliminary list of students interested in entering during the next academic year. It must include:
  - a. student name
  - b. mailing and residential address
  - c. telephone
  - d. date of birth
2. The registration process for kindergarten will begin in the third week of the month of **January**.  
At the moment of registering the child, the following original documents are required:
  - a. Birth Certificate
  - b. Social Security Card
  - c. Updated Immunization certificate (will remain in school)

The Birth Certificate, as well as the Social Security card will be returned to the parent or guardian, after the director takes the required information to carry out the enrollment process. This is due to security reasons.

3. The school will be responsible for completing the interview document to the parent or guardian of each student with the purpose of guaranteeing a transition that responds to the best interest of the student. This will take place at the beginning of the school year (see Attachment #4).

4. When the enrollment does not exceed twenty-five (25) students, the school will be organized in simple enrollment. In case that the kindergarten has more than twenty-five (25) students in a school, the groups will be organized in dual enrollment, at the rate of twenty-five (25) students per session. **No single enrollment groups will be allowed if there are students in waiting list.** When there are special circumstances that do not allow to reach the totality of the registration, these will be attended by a regional committee, composed of four (4) members: a representative of the Office of the Secretary for Academic Affairs, the Regional Director or authorized representative, the Special Assistant or School Superintendent in charge of the District, who must make an exhaustive evaluation to guarantee the continuity of the educational services of the students. This committee will submit the recommendations to the Secretary of Education for the pertinent action.
  
5. At the beginning of each school year, a diagnostic test will be administered. It will be provided by the Childhood Education Program, according to the process established in the evaluation area of this Circular Letter.

#### **D. CLASS PROGRAM**

The curricular integration focus sets out time blocks that allow for the development of appropriate activities and practices to the level. The class program is an essential component of this aspect. The following schedule sessions are established for simple or dual registration:

**Spontaneous activities:** these activities may take place at the beginning of the day or during daily activities, are linked to the exploration of talents and interests in which students will work freely in areas or centers of interest. This will depend on the type of organization that considers every school.

**Beginning activities:** this session must be utilized to formally initiate the works of the day, as well as to chat on the activities that will take place, particular group situations among others.

**Large group meeting:** during this period the theme to develop is introduced and various activities take place, among them, shared reading and writing.

**Work at the learning centers:** the activities that take place in the centers are part of the sequential of the theme development. Students work in subgroups in each center and rotate during the process. The centers facilitate and promote self-control, active participation, decision-making, independence and cooperative learning experiences.

**Small group activities:** the teachers develops directed activities that encourage individualization. These are worked out with a small of students while the rest participate of the areas or centers spontaneously.

**Recreational Activities:** these are performed outside the classroom, this is the period where social and motor skills are developed. These recreational activities help the teacher expand the topics covered in class to other environments.

**Workshops related to linguistic development and math investigation:** in this workshop we work with literature development, storytelling, history maps, short reading lessons, writing, mathematics, among others.

**Artistic Workshops:** during this period the specialized teacher will develop several activities with the students, where the topics that are being discussed in the classroom will be integrated with fine arts.

**Workshops with specialists:** this period corresponds to physical education, English, other languages or disciplines.

Students' work time should not be interrupted. In dual enrollment kindergarten we recommend the participation of the specialized teacher to be in the last period of each session. In single enrollment, we recommend several alternatives for the participation of the specialist: in the first period it should be after lunch period, in the last period of the afternoon or in two sessions, one in the last morning period and one in the last period of the afternoon. The participation of the specialized teacher will depend on the school organization, therefore the activities can be arranged to last thirty (30) minutes. For single enrollment organizations the English period will last fifty (50) and for dual enrollment organizations it will last (30) minutes.

<b>Scheduling Model for Kindergarten – dual enrollment</b>		
a.m. Group	8:00 a.m. – 8:15 a.m.	Initial spontaneous exploration activities
	8:15 a.m. – 8:45 a.m.	Big group activities
	8:45 a.m. – 9:00 a.m.	Snack time
	9:00 a.m. – 9:30 a.m.	Small group activities
	9:30 a.m. – 10:00 a.m.	Work in learning centers
	10:00 a.m. – 10:30 a.m.	English
	10:30 a.m. – 11:00 a.m.	Arts or Physical Education Workshop
p.m. Group	12:00 p.m. – 12:15 p.m.	Initial spontaneous exploration activities
	12:15 p.m. – 12:45 p.m.	Big group activities
	12:45 p.m. – 1:00 p.m.	Snack time
	1:00 p.m. – 1:30 p.m.	Small group activities
	1:30 p.m. – 2:00 p.m.	Work in learning centers
	2:00 p.m. – 2:30 p.m.	English
	2:30 p.m. – 3:00 p.m.	Arts or Physical Education Workshop
<b>Scheduling Model for Kindergarten – simple enrollment</b>		

All day	8:00 a.m. – 8:20 a.m.	Initial spontaneous exploration activities
	8:20 a.m. – 8:50 a.m.	Big group activities
	8:50 a.m. – 9:05 a.m.	Snack time
	9:05 a.m. – 9:35 a.m.	Movement, Rhythm and Recreational Activities
	9:35 a.m. – 10:10 a.m.	Small group activities
	10:10 a.m. – 11:00 a.m.	English
	11:00 a.m. – 12:00 p.m.	Lunch Time
	12:00 p.m. – 1:00 p.m.	Linguistics development and math investigation workshops
	1:00 p.m. – 1:30 p.m.	Work in learning centers
	1:30 p.m. – 2:00 p.m.	Artistic Workshops
	2:00 p.m. – 2:15 p.m.	Snack Time
	2:15 p.m. – 2:45 p.m.	Arts or Physical Education Workshop
	2:45 p.m. – 3:00 p.m.	Summary of Activities

## E. EVALUATION

1. Kindergarten’s evaluation is systematic and multifaceted. It involves planning, data collection, analyzing, interpreting and making decisions that influence students’ learning in the short and long term.
2. The assessment includes a variety of techniques and measuring strategies. Examples of these techniques are: observation, reflexive journal, targeted lists, concept maps, graphic organizers, drawings, rubrics, open questions, interviews, creative work, portfolios, among others.
3. The Kindergarten teacher will evaluate students at the beginning of the semester. During the first week of school students will assist in groups of five. A different group will assist daily for the assessment. After all students have been evaluated the whole group will meet. Students will be interviewed and evaluated by the teacher during these first days of school. The teacher will record his/her observations and everything that has to do with the assessment. This process shouldn’t take more than a week.
4. Students will be evaluated every ten (10) weeks. The Early Childhood Education Program will establish an Academic Progress Report according to the corresponding cycle. Each teacher will be responsible for the data entry in the Students Information System (SIS), including English.

## F. STUDENTS PROMOTION AND TRANSITION

1. Our school system’s goal is for every student, in every level, to have a successful integration and adaptation process. Activities will be planned in order to promote continuity in the transition process, as well as promote self-confidence in the students. In order to achieve this goal it is important for the transition activities to be carried out prior to grade admission (Open House – October), during the second semester in order to receive students for the Head Start Program, and at the end of the school year (April-May) prior to promoting them to first grade.

2. At the end of the school year, the students that are actively enrolled in kindergarten will be promoted to first grade. **No student will be left back.** The early childhood learning philosophy is that this experience is unique and only lasts a year.
3. In special cases such as: students who come from foreign countries, home schooling, students who are already 6 years old and had never attended kindergarten or special situations with public system agencies, in these cases the school will administer an assessment test to determine the grade to which the student should go and eventually promote them to first grade. In order to work the process in a uniform way, the Early Childhood Education Program will provide a the test, so that each school can make the decisions in consultation with a committee composed of the school principal, the kindergarten and first grade teacher, the social worker and the parent or guardian of the student being promoted to first grade. The school principal will keep record of the process and will send copies to the Early Childhood Education Program and to the Equivalency Testing Unit under the Auxiliary Secretary for Student Assistance.
4. The students participating in the Special Education Program will be promoted to first grade according to the recommendations of the Promotion and Placement Team (PPT), considering the student's needs. **It is important to use every possible resource in order not to keep a student in the same grade.**
5. Every student that comes from a private school must hand in evidence of having passed kindergarten.
6. Students' progress is constantly recognized in the school. At the end of their kindergarten year students should participate in original activities, appropriate for their age, where they can share and enjoy, this way they can have happy memories of their first school years. These activities should not be paid by parents or family members and should not be formal events.

This circular letter derogates Circular Letter Num. 4-2010-2011 and any other any provision of memoranda or other documents that are in total or partial conflict with the established herein.

Full compliance with these guidelines is required.

Cordially,

Prof. Rafael Román Meléndez

Secretary



# FY 2014 Office of Head Start Monitoring Protocol

**September 27, 2013**



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# **FY 2014 OHS Monitoring Protocol**

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## **Overview**

The Office of Head Start (OHS) presents the FY 2014 Monitoring Protocol; this instrument is used to gather data during on-site monitoring reviews. The protocol measures seven (7) areas of grantee performance and contains key indicators that are used to assess each grantee. Data gathered about grantees during monitoring reviews is used by the Office of Head Start to evaluate multiple levels of performance, including determining program strengths, concerns, noncompliances, and deficiencies.

The Protocol organizes selected program Performance Standards, the Head Start Act, and fiscal regulations into seven (7) content areas:

- 1) Program Governance (GOV)
- 2) Management Systems (SYS)
- 3) Fiscal Integrity (FIS)
- 4) Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
- 5) Child Health and Safety (CHS)
- 6) Family and Community Engagement (FCE)
- 7) Child Development and Education (CDE)

## *Organization of the Protocol*

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### **Key Indicators & Compliance Measures**

Each of the seven (7) content areas contains Key Indicators of Program Performance, simply called **Key Indicators**. Each Key Indicator contains a series of Compliance Measures (CM). The Compliance Measures are the specific statements that collectively assess the level of program performance for each Key Indicator, focusing on one or more Federal regulations critical to the delivery of quality services and the development of strong management systems.

### **Targeted Questions**

Targeted Questions (TQ) for each compliance measure are designed to provide guidance to on-site reviewers and to ensure a standardize method for evidence collection. Reviewers are required to answer all Targeted Questions for each Compliance Measure. The Targeted Questions indicate the people to interview, questions to ask, information to retrieve from documents, observations to conduct, and management systems to analyze in order to determine the level of grantee performance for each Key Indicator.

### **Guides**

As in previous years, the Protocol also contains organizing tools called Guides. In the OHSMS Software the Guides align the Targeted Questions with the way reviewers collect information in the field. Guides pull together all of the Targeted Questions related to a particular method and source of evidence



collection (e.g. Health Coordinator Interview). The responses to each Targeted Question in a Guide are linked to the appropriate Key Indicator and Compliance Measure.

In FY 2014, the following guides are used by Reviewers:

- Interviews
- Documents
- Observations
- Child Files
- Staff Files

In the OHSMS Software the Guides and Protocol can be customized to reflect the type of program being reviewed (e.g., center-based, family child care, home-based, migrant), and the types of children or populations being served by the program (e.g., infants and toddlers, preschool-age children, pregnant women and new mothers). When targeted questions only apply to a specific program option or population, an “Applies To” marker will be located below the question (e.g., APPLIES TO: Center-based programs).



## **Program Governance Introduction**

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**Program Governance (GOV)** is designed to assess the level in which grantees implement governance practices that ensure effective oversight of program operations by the governing body and active participation in decision-making by the Policy Council. Head Start programs must ensure that governing board and Policy Council are composed of the required members. Members of both groups must receive training necessary to fulfill their responsibilities, including the opportunity to analyze reports designed to inform decisions regarding program planning, assessment, design, and overall operations. By monitoring Program Governance, the OHS is better able to ensure that programs establish practices to ensure effective oversight and informed decision-making.

### **Key Indicators of Program Performance**

#### *Structure and Participation*

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The program has the required structure and process in place to promote full participation of the governing body and Policy Council.

#### *Roles, Responsibilities, and Training*

---

The governing body and Policy Council fulfill all of their responsibilities to ensure the effective oversight of the program.

#### *Reporting to Governing Body and Policy Council*

---

The program provides all of the required reports to the governing body and Policy Council to ensure they have the necessary information to make decisions and provide effective oversight of the program.



## Program Governance

### Program Governance Key Indicator #1—Structure and Participation

*The program has the required structure and process in place to promote full participation of the governing body and the Policy Council.*

	<b>Compliance Measures</b>	<b>Federal Regulations</b>
1.1	<p>The program has a governing body composed of:</p> <ul style="list-style-type: none"> <li>• At least 1 member with background and expertise in accounting or Fiscal management</li> <li>• At least 1 member with background and expertise in Early Childhood Education and Development</li> <li>• At least 1 member who is a licensed attorney familiar with the issues that come before the governing body</li> <li>• Additional members who reflect the community, including parents of formerly or currently enrolled Head Start/Early Head Start children</li> <li>• Other members selected for their expertise in education, business administration, or community affairs.</li> </ul> <p>If no individual meets the qualifications of Fiscal Management/Accounting or Early Childhood Education and Development expertise or is a licensed attorney, the program is to use a consultant or other individual with relevant expertise and qualifications.</p>	<p>642(c)(1)(B)(i) 642(c)(1)(B)(ii) 642(c)(1)(B)(iii) 642(c)(1)(B)(iv) 642(c)(1)(B)(vi)</p>
1.2	<p>The program has established a Policy Council elected by parents of currently enrolled children, whose membership is composed of a majority of parents of children currently enrolled in the program as well as members of the community served by the Head Start agency.</p> <p><i>Note: Applies to grantees only</i></p>	<p>642(c)(2)(B)(i) 642(c)(2)(B)(ii)(I) 642(c)(2)(B)(ii)(II)</p>

### Targeted Questions

#### Governing Body—Interview

- ▶ Ask the governing body to describe the composition of its membership and share documentation that confirms membership and oversight responsibilities for each of the required content areas. Does the governing body have all of the following?
  - At least 1 member with Fiscal/accounting background and expertise
  - At least 1 member with early childhood education and development background and expertise
  - At least 1 member who is a licensed attorney



- Members who reflect the community served, including parents of children who are currently or were formerly enrolled in Head Start programs

If the composition of the governing body does not include individuals with the required qualifications, describe whether the program uses consultants or other individuals with relevant expertise and qualifications.

GOV1.1

## Targeted Questions

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### Policy Council—Interview

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- ▶ Ask the Policy Council to describe the composition of its membership and share relevant documentation that confirms that the Policy Council has the appropriate composition and members are elected.

Does the Policy Council membership meet the following requirements?

- At least 51 percent of the members are parents of children currently enrolled in the Head Start program (including delegate agencies).
- At least one member is from the at-large community served by the program or any delegate agency.
- Members are elected by parents of children currently enrolled in the program.

Ask the program to provide the documents needed and review them with you to confirm the Policy Council's membership.

GOV1.2



## Program Governance Key Indicator #2—Roles, Responsibilities, and Training

The governing body and the Policy Council fulfill all their responsibilities to ensure the effective oversight of the program.

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>2.1 Members of the governing body and the Policy Council receive appropriate training and technical assistance to ensure that they understand the information they receive and can provide effective oversight of, make appropriate decisions for, and participate in programs of the Head Start agency.</p> <p><i>Note: Applies to grantees only</i></p>	<p>642(d)(3)</p>
<p>2.2 The governing body is responsible for required activities and makes decisions pertaining to program administration and operations, including selecting delegates and service areas; establishing procedures and criteria for recruitment, selection, and enrollment; reviewing all applications for funding; and establishing procedures for selecting Policy Council members.</p>	<p>642(c)(1)(E)(iv)(I) 642(c)(1)(E)(iv)(II) 642(c)(1)(E)(iv)(III) 642(c)(1)(E)(iv)(VI)</p>
<p>2.3 The governing body exercises Fiscal and legal responsibility and oversight and reviews and approves all major program policies.</p>	<p>642(c)(1)(E)(iv)(V)(aa) 642(c)(1)(E)(iv)(V)(bb) 642(c)(1)(E)(iv)(V)(cc) 642(c)(1)(E)(iv)(VII)(aa) 642(c)(1)(E)(iv)(VII)(bb) 642(c)(1)(E)(iv)(VII)(cc) 642(c)(1)(E)(iv)(VII)(dd) 642(c)(1)(E)(iv)(VIII) 642(c)(1)(E)(iv)(IX)</p>
<p>2.4 The Policy Council approves and submits decisions about identified program activities to the governing body.</p> <p><i>Note: Applies to grantees only</i></p>	<p>642(c)(2)(A) 642(c)(2)(D)(i) 642(c)(2)(D)(ii) 642(c)(2)(D)(iii) 642(c)(2)(D)(iv) 642(c)(2)(D)(v) 642(c)(2)(D)(vi) 642(c)(2)(D)(vii) 642(c)(2)(D)(viii)</p>



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## Targeted Questions

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### Policy Council—Interview

- ▶ Ask the program to provide you with documentation of Policy Council training, (e.g., Policy Council meeting agendas and minutes), which you will review with staff while discussing this item.

Ask the Policy Council to describe the training they received and provide examples of how the training has helped them make decisions about the Head Start program.

GOV2.1

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### Governing Body—Interview

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- ▶ Ask the program to provide you with documentation of governing body training, (e.g., governing body meeting agendas and minutes), which you will review with staff while discussing this item.

Ask the governing body to describe the training received and provide examples of how the training has helped them make decisions about the Head Start program.

GOV2.1

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## Targeted Questions

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### Governing Body—Interview

- ▶ Ask the governing body to explain their role in program planning and to provide specific examples. Did the governing body play a role in:
  - Establishing procedures and criteria for recruiting, selecting, and enrolling children
  - Selecting delegate agencies, as appropriate
  - Developing procedures for selecting Policy Council members
  - Reviewing applications for funding and amendments to applications for funding

GOV2.2

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## Targeted Questions

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### Governing Body—Interview

- ▶ Ask the governing body how it ensures the financial health and well-being of the program and the Fiscal integrity of the agency.



Based on the response of the governing body, do they assume responsibility for the following:

- All major financial expenditures of the agency
- The operating budget of the agency
- The selection (except when a financial auditor is assigned by the State under State law or is assigned under local law) of independent financial auditors to report all critical accounting policies and practices to the governing body
- The financial audit
- The agency's progress in carrying out the programmatic and Fiscal provisions in its grant application, including implementation of corrective actions
- Monitoring of the agency's actions to correct any audit findings and other actions necessary to comply with applicable laws (including regulations) governing financial statement and accounting practices

GOV2.3

- ▶ Ask the governing body members to describe their level of involvement with the following required approval processes.

Did the governing body review and approve the following?

- The annual Self-Assessment
- Personnel policies of the agency regarding the hiring, evaluation, termination, and compensation of agency employees
- Results from monitoring conducted under section 641A(c), including appropriate follow-up activities
- Personnel policies and procedures, including policies and procedures regarding the hiring, evaluation, compensation, and termination of the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position within the agency

GOV2.3

## Targeted Questions

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### Policy Council—Interview

- ▶ Ask the Policy Council members to describe their involvement in and provide examples of decisions made in the areas listed below.

Is the Policy Council actively involved in the following?



- Activities to support the active involvement of parents in supporting program operations, including policies to ensure that the Head Start program is responsive to community and parent needs
- Program recruitment, selection, and enrollment priorities
- Applications for funding and amendments to applications for funding
- Budget planning for program expenditures, including policies for reimbursement related to and participation in Policy Council activities
- Developing by-laws for the operation of the Policy Council
- Program personnel policies and decisions regarding the employment of program staff consistent with 642(c)(1)(E)(iv)(IX) and including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff
- Developing procedures for how members of the Policy Council of the Head Start program are elected
- Providing recommendations on the selection of delegate agencies and the service areas for such agencies
- Program design and operations
- Planning goals and objectives

GOV2.4



## Program Governance Key Indicator #3—Reporting to Governing Body and Policy Council

*The program provides all of the required reports to the governing body and the Policy Council to ensure they have the necessary information to make decisions and provide effective oversight of the program.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>3.1 Governing body and Policy Council members regularly receive and use information or reports about program planning, policies, and operations, including:</p> <ul style="list-style-type: none"> <li>• Monthly financial statements (including credit card expenditures), program information summaries, program enrollment reports (including attendance reports for children whose care is partially subsidized by another public agency), and reports of meals and snacks provided through USDA programs</li> <li>• The annual financial audit, Self-Assessment (including findings related to such assessment), and Program Information Report (PIR)</li> <li>• The community-wide strategic planning and needs assessment (the Community Assessment) of the Head Start agency, including applicable updates</li> <li>• Communication and guidance from the Secretary</li> </ul> <p><i>Note: Applies to grantees only. Single or multiple reports may be used to capture the information listed above.</i></p>	<p>642(d)(2)(A) 642(d)(2)(B) 642(d)(2)(C) 642(d)(2)(D) 642(d)(2)(E) 642(d)(2)(F) 642(d)(2)(G) 642(d)(2)(H) 642(d)(2)(I)</p>

### Targeted Questions

#### Policy Council—Interview

- ▶ Ask the Policy Council how often they receive the reports listed below. Discuss whether the reports provided to the Policy Council contain the information needed to provide effective oversight.

Document whether the Policy Council receives the following reports as often as required:

#### Annual reports

- The financial audit
- The Self-Assessment, including any related findings
- Program Information Report (PIR)

#### Monthly Reports

- Financial statements, including credit card expenditures (if the program uses credit cards)
- Program information summaries



- Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency
- Reports of meals and snacks provided through programs of the U.S. Department of Agriculture (USDA)

### **Additional reports**

- Every 3 years, the community-wide strategic planning and needs assessment (Community Assessment) of the Head Start agency
- Applicable current updates from the Secretary (i.e., Program Instructions, Information Memoranda, etc.)

Ask the members whether the reports they received contributed useful and timely information that support the Policy Council's decision-making. If the reports are of poor quality and cannot be used by the Policy Council, capture that in your notes.

GOV3.1

## Governing Body—Interview

- ▶ Ask the governing body how often they receive the reports listed below. Document whether the governing body receives the following reports as often as required.

### **Annual reports**

- The financial audit
- The Self-Assessment, including any related findings
- Program Information Report (PIR)

### **Monthly Reports**

- Financial statements, including credit card expenditures (if the program uses credit cards)
- Program information summaries
- Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency
- Reports of meals and snacks provided through programs of the US Department of Agriculture (USDA)

### **Additional reports**

- Every 3 years, the community-wide strategic planning and needs assessment (Community Assessment) of the Head Start agency
- Applicable and current updates from the Secretary (i.e., Program Instructions, Information Memoranda, etc.)

GOV3.1



## Management Systems Introduction

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**Management Systems (SYS)** is designed to assess the systems Head Start programs design and the level of impact the implementation of these systems has on services to children and families. The OHS defines a Management System as “the framework of processes and procedures used to ensure that an organization can fulfill all tasks required to achieve its objectives.” Effective Management Systems are important to ensure that Head Start and Early Head Start programs function at their optimum level to provide high-quality services to children and families. There are five systems critical to program performance: program planning, ongoing monitoring, human resources, communication, and record keeping and reporting. The OHS has identified key elements for each system that support effective implementation of services to children and families. This section also contains an overall summary of each service area, fiscal, and program governance, identifying the strengths of each (when applicable). By monitoring Management Systems, the OHS is better able to ensure that programs establish systems designed to implement both the Head Start Program Performance Standards and the Head Start Act, and to ensure sustainable high-quality services are delivered to families and children, grantees must have effective systems in place.

### Key Indicators of Program Performance

#### *Program Planning*

---

The program engages in a process of planning that includes its strategic use of information to continually plan for program management and service delivery, ensures compliance with Federal regulations, and engages key stakeholders in the planning process.

#### *Ongoing Monitoring*

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The program has an effective system for monitoring its management, operations and delivery of services.

#### *Human Resources*

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The program implements human resource practices to promote safe and healthy environments for staff, children and families and to provide services to children and families.

#### *Communication*

---

The program’s communication system is designed to promote timely and accurate communication between the program and all stakeholders (e.g., parents, policy groups, staff, and community).



### *Record Keeping and Reporting*

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The program's record-keeping and reporting system is implemented to promote quality services, and ensure confidentiality of children, families, and staff.

### *Strengths and Summaries*

---

The Review Team's summaries of each service area in the context of systems, including strengths as applicable.



## Management Systems

### Management Systems Key Indicator #1—Program Planning

*The program engages in a process of planning that includes the strategic use of information to continually plan for program management and service delivery, ensures compliance with Federal regulations, and engages key stakeholders in the planning process.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
1.1 The program routinely engages in a process of systematic planning to: <ul style="list-style-type: none"> <li>• Develop goals, objectives, and plans based on an analysis of program data and the results of the program’s Community and Self-Assessments</li> <li>• Engage stakeholders (governing bodies, policy groups, parents, and staff) in planning</li> <li>• Use program data to design and implement changes to improve program services on an ongoing basis</li> </ul>	1304.51(a)(1) 1304.51(a)(1)(i) 1304.51(a)(1)(ii) 1304.51(a)(1)(iii)
1.2 At least annually, the program conducts a Self-Assessment of program effectiveness that: <ul style="list-style-type: none"> <li>• Assesses progress in meeting local program goals and objectives</li> <li>• Evaluates program compliance with Federal requirements</li> <li>• Results in improvement plans</li> </ul>	641A(g)(1) 641A(g)(2)(B)

### Targeted Questions

#### Review Team Meeting—Interview

► How does the program:

- Develop goals, objectives, and plans based on an analysis of program data and the results of the program’s Community and Self-Assessments
- Engage stakeholders (governing bodies, policy groups, parents, and staff) in planning
- Use program data to design and implement changes to improve program services on an ongoing basis

SYS1.1



## Head Start/Early Head Start Director—Interview/Debrief

### ► How does the program:

- Develop goals, objectives, and plans based on an analysis of program data and the results of the program’s Community and Self-Assessments
- Engage stakeholders (governing bodies, policy groups, parents, and staff) in planning
- Use program data to design and implement changes to improve program services on an ongoing basis

SYS1.1

## Targeted Questions

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### Head Start/Early Head Start Director—Interview/Debrief

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- With the Director, review the program’s Self-Assessment. Discuss the process the program uses to conduct the Self-Assessment, including:
- How frequently it is conducted
  - How the program evaluates progress toward program goals
  - How improvement plans are developed

SYS1.2



## Management Systems Key Indicator #2—Ongoing Monitoring

The program has an effective system for monitoring its management, operations, and delivery of services.

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>2.1 The program established and implements procedures for the ongoing monitoring of its operations and services to ensure compliance. The program’s ongoing monitoring:</p> <ul style="list-style-type: none"> <li>• Uses effective tools and procedures to ensure the program is in compliance and meets its goals and objectives</li> <li>• Clearly defines staff roles and responsibilities in program oversight</li> <li>• Conducts frequent, ongoing monitoring activities</li> <li>• Collects and uses data for planning activities and to ensure compliance</li> <li>• Ensures ongoing monitoring in delegate agencies takes place</li> </ul>	641A(g)(3)

### Targeted Questions

Head Start/Early Head Start Director—Interview/Debrief

► How does the program:

- Use effective tools and procedures to ensure it is in compliance and meets its goals and objectives
- Clearly define staff roles and responsibilities in program oversight
- Conduct frequent, ongoing monitoring activities
- Collect and use data for planning activities and to ensure compliance
- Ensure ongoing monitoring of delegate agencies takes place

SYS2.1

Review Team Meeting—Interview

► How does the program:

- Use effective tools and procedures to ensure it is in compliance and meets its goals and objectives
- Clearly define staff roles and responsibilities in program oversight
- Conduct frequent, ongoing monitoring activities
- Collect and use data for planning activities and to ensure compliance
- Ensure ongoing monitoring of delegate agencies takes place



## Health Services Coordinator—Interview

- ▶ This program has not been open for 45 days (or 30 days for programs operating shorter durations). Ask the Health Coordinator to describe:
  - The process the program uses to ensure all enrolled children receive the required screenings within 45 days of entry
  - The steps taken if the program determines that a child has not received all required screenings
  
- ▶ This program has not been open for 90 days (or 30 days for programs operating shorter durations). Ask the Health Coordinator to describe the process the program uses to ensure all children have a determination (as to whether they are up-to-date on preventive and primary health care) within 90 days of entry into the program?

SYS2.1



## Management Systems Key Indicator #3—Human Resources

The program implements Human Resource practices to promote safe and healthy environments for staff, children, and families and provide services to children and families.

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>3.1 The program’s Human Resources system supports the delivery of services to children and families. The program:</p> <ul style="list-style-type: none"> <li>• Supervises and supports staff and provides adequate mechanisms for staff supervision and support. Major functions and responsibilities assigned to each staff person include, minimally: Program Management, Child Health and Safety, and Family and Community Engagement.</li> <li>• Maintains an organizational structure that supports its goals and objectives</li> <li>• Assigns all major program functions and responsibilities to staff</li> </ul> <p>3.2 The program develops and implements written standards of conduct that are available to all staff and contain provisions for appropriate penalties when violations occur.</p> <p><i>Note: 1304.52(i)(1)(iii) was removed from this section and is now located in CHS 5.5.</i></p>	<p>1304.52(a)(1) 1304.52(a)(2)</p> <p>1304.52(i)(1) 1304.52(i)(1)(i) 1304.52(i)(1)(ii) 1304.52(i)(1)(iv) 1304.52(i)(3)</p>
<p>3.3 The program ensures that each staff member completes a screening for tuberculosis.</p>	<p>1304.52(k)(1)</p>
<p>3.4 Prior to employing an individual, the program obtains a:</p> <ul style="list-style-type: none"> <li>• Federal, State, or Tribal criminal record check (CRC) covering all jurisdictions in which it provides Head Start services to children</li> <li>• Federal, State, or Tribal CRC as required by the law of the jurisdiction in which the program provides Head Start services</li> <li>• CRC as otherwise required by Federal law</li> </ul>	<p>648A(g)(3)(A) 648A(g)(3)(B) 648A(g)(3)(C)</p>

### Targeted Questions

#### Head Start/Early Head Start—Interview/Debrief

- ▶ Describe the organizational structure and the assignment of staff responsibilities and determine whether any vacancies affect the achievement of the goals and objectives of the program.

Determine how the program maintains an organizational structure that meets its goals and objectives. Are all major program functions and responsibilities assigned to staff?

If vacancies exist, ask how the program adjusts to ensure the positions’ responsibilities are taken on by other staff. Determine whether services to children and families are negatively



impacted by the vacancies. If so, document how long the vacancies have existed and how they impact services.

Are staff supervised and supported so that they receive the tools they need to be successful in their roles?

SYS3.1

### Review Team Meeting—Interview

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► How does the program:

- Maintain an organizational structure that supports its goals and objectives
- Assign all major program functions and responsibilities to staff
- Provide adequate supervision and support to staff

SYS3.1

### Targeted Questions

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Head Start/Early Head Start Director—Interview/Debrief

► Ask the Director to describe how the program informs staff about the standards of conduct. What policies and procedures does the program have in place to ensure that the standards are followed?

If there were any violations of the program's standards of conduct, talk to the Director about such violations and determine what penalties were applied.

SYS3.2

### Targeted Questions

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Staff File

Summary of Results for Staff Tuberculosis Screenings:

► Has a tuberculosis (TB) screening been completed?

SYS3.3



## Targeted Questions

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### Staff File

- ▶ Did the program obtain one of the following for the employee?
  - A State, Tribal, or Federal criminal record check covering all jurisdictions in which the grantee provides Head Start services to children
  - A State, Tribal, or Federal criminal record check as required by the law of the jurisdiction in which the grantee provides Head Start services
  - A criminal record check as otherwise required by Federal law
  
- ▶ Was the employee hired within the last 12 months?
- ▶ Was the criminal record check conducted prior to employment?

SYS3.4

### Head Start/Early Head Start Director—Interview/Debrief

- ▶ If any staff members did not have CRCs or were hired within the last 12 months and did not complete CRCs prior to hire, talk to the Head Start Director regarding the policies in place and determine why checks were not completed and what, if any, steps will be taken to correct the issue.

SYS3.4

### Criminal Record Checks—Document

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- ▶ Ask the Head Start Director or Human Resources Manager for a copy of the criminal record check (CRC)-tracking data that indicates the date each (CRC) was completed and the date of hire for each staff member.

Use this tracking sheet during your discussions with the Reviewers to compare the accuracy of what they saw in the files with what is seen in the tracking system.

Determine whether the program has completed CRCs and whether CRCs were completed prior to hire for the following staff: teacher aides/assistants, food preparation staff, bus monitors, and FCE staff. If you have concerns regarding the information documented in the CRC-tracking data, or if the team's staff file reviews have found a large number of staff completed CRCs late or not at all, compare a sample of the data from the tracking system with the actual staff files of the teacher aides/assistants, food preparation staff, bus monitors, and FCE staff.

SYS3.4



## Management Systems Key Indicator #4—Communication

The program’s communication system is designed to promote timely and accurate communication between the program and all stakeholders (e.g., parents, policy groups, staff, and the community).

<b>Compliance Measures</b>	<b>Federal Regulations</b>
4.1 The program has communication mechanisms in place that provide: <ul style="list-style-type: none"> <li>• Sharing of accurate and timely information with staff to support outcomes for children and families</li> <li>• Sharing of accurate and timely information with parents, policy groups, and the general community</li> </ul>	1304.51(b)

### Targeted Questions

Head Start/Early Head Start Director—Interview/Debrief

- ▶ How does the program:
  - Share accurate and timely information with staff to support outcomes for children and families
  - Share accurate and timely information with parents, policy groups, and the general community

SYS4.1 \_\_\_\_\_

Review Team Meeting—Interview

- ▶ How does the program:
  - Share accurate and timely information with staff to support outcomes for children and families
  - Share accurate and timely information with parents, policy groups, and the general community

SYS4.1 \_\_\_\_\_



## Management Systems Key Indicator #5—Record Keeping and Reporting

*The program's record-keeping and reporting systems are implemented to promote quality services and ensure confidentiality of information on children, families, and staff.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
5.1 The program establishes and maintains a record-keeping system that supports the delivery of services to children and families. The program: <ul style="list-style-type: none"> <li>• Consistently collects and records data in an accurate and timely manner for children, families, and staff</li> <li>• Generates reports to inform planning, communication, and ongoing monitoring</li> <li>• Makes information accessible to appropriate parties</li> <li>• Maintains confidentiality</li> </ul>	1304.51(g)
5.2 The program publishes and makes available to the public an Annual Report that contains: <ul style="list-style-type: none"> <li>• An explanation of the budgetary expenditures and proposed budget for the Fiscal year</li> <li>• An explanation of the agency's efforts to prepare children for kindergarten</li> </ul>	644(a)(2) 644(a)(2)(B) 644(a)(2)(G)

### Targeted Questions

#### Head Start/Early Head Start Director—Interview/Debrief

- ▶ With the Head Start Director, discuss the program's record-keeping system.
  - What data system does the program use?
  - How does the program ensure that the data are accurate and up to date? (e.g., ERSEA data, children kept up to date)
  - In what ways does the program use its data?
  - How does the program ensure data are kept confidential?

SYS5.1

#### Review Team Meeting—Interview

- ▶ How does the program:
  - Keep records up-to-date
  - Consistently collect and record data
  - Generate reports to inform planning, communication, and ongoing monitoring



- Make information accessible to appropriate parties
- Maintain confidentiality

SYS5.1

## **Targeted Questions**

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### **Head Start/Early Head Start Director—Interview/Debrief**

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- ▶ With the Director, review the program’s Annual Report. Discuss how the Annual Report is made public. Describe the information included in the report, including:
  - An explanation of budgetary expenditures and proposed budget for the Fiscal year
  - Information on school readiness and how the grantee works to prepare children for kindergarten

SYS5.2



## Management Systems Key Indicator #6—Strengths and Summaries

<b>Compliance Measures</b>	<b>Federal Regulations</b>
6.1 Describe one or more program strength(s).	Strength
6.2 Summarize the program's performance in the areas of Fiscal Integrity, Child Health and Safety, Family and Community Engagement, Child Development and Education, ERSEA, and Program Governance.  <i>Note: Separate summaries will be written by the respective Reviewer for each of the service areas listed above.</i>	Summary Analysis
6.3 Summarize the systems the program has in place to support the delivery of services to children and families.	Systems Analysis

### Targeted Questions

#### Program Strengths

- ▶ Each night as a Review Team, discuss the grantee's areas of strength. Throughout the week, the team should collect additional information on the areas of strength to inform the final documentation of strengths at the end of the week.

SYS6.1

### Targeted Questions

#### Program Planning- Content Area Summaries

- ▶ Provide a Summary for how the program:
  - Develops goals, objectives, and plans based on an analysis of program data and the results of the program's Community and Self-Assessments
  - Engages stakeholders (governing bodies, policy groups, parents, and staff) in planning
  - Uses program data to design and implement changes to improve program services on an ongoing basis

SYS6.2



## Ongoing Monitoring- Content Area Summaries

### ► Provide a Summary for how the program:

- Uses effective tools and procedures to ensure it is in compliance and meets its goals and objectives
- Clearly defines staff roles and responsibilities in program oversight
- Conducts frequent, ongoing monitoring activities
- Collects and uses data for planning activities and to ensure future compliance
- Ensures ongoing monitoring of delegate agencies takes place

SYS6.2

## Human Resources- Content Area Summaries

### ► Provide a Summary for how the program:

- Maintains an organizational structure that supports its goals and objectives
- Assigns all major program functions and responsibilities to staff
- Provides adequate supervision and support to staff

SYS6.2

## Communication- Content Area Summaries

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### ► Provide a Summary for how the program:

- Shares accurate and timely information with staff to support outcomes for children and families
- Shares accurate and timely information with parents, policy groups, and the general community

SYS6.2

## Record Keeping- Content Area Summaries

### ► Provide a Summary for how the program:

- Keeps records up to date
- Consistently collects and records data
- Generates reports to inform planning, communication, and ongoing monitoring
- Makes information accessible to appropriate parties
- Maintains confidentiality



## Targeted Questions

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### Review Team Meeting—Program Planning

- ▶ How does the program:
  - Develop goals, objectives, and plans based on an analysis of program data and the results of the program's Community and Self-Assessments
  - Engage stakeholders (governing bodies, policy groups, parents, and staff) in planning
  - Use program data to design and implement changes to improve program services on an ongoing basis

SYS6.3

### Review Team Meeting—Ongoing Monitoring

- ▶ How does the program:
  - Use effective tools and procedures to ensure it is in compliance and meets its goals and objectives
  - Clearly define staff roles and responsibilities in program oversight
  - Conduct frequent, ongoing monitoring activities
  - Collect and use data for planning activities and to ensure future compliance
  - Ensure ongoing monitoring of delegate agencies takes place

SYS6.3

### Review Team Meeting—Human Resources

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- ▶ How does the program:
  - Maintain an organizational structure that supports its goals and objectives
  - Assign all major program functions and responsibilities to staff
  - Provide adequate supervision and support to staff

SYS6.3

### Review Team Meeting—Communication

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- ▶ How does the program:
  - Share accurate and timely information with staff to support outcomes for children and families



- Share accurate and timely information with parents, policy groups, and the general community

SYS6.3

### Review Team Meeting—Record Keeping

► How does the program:

- Keep records up to date
- Consistently collect and record data
- Generate reports to inform planning, communication, and ongoing monitoring
- Make information accessible to appropriate parties
- Maintain confidentiality

SYS6.3



## Fiscal Integrity Introduction

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**Fiscal Integrity (FIS)** assesses a grantee’s compliance with Head Start Performance Standards and Federal cost principle requirements to ensure that programs have sound internal controls, strong reporting systems, and use Federal funds for intended purposes. By monitoring Fiscal Integrity, the OHS is better able to ensure that the overarching goals of Head Start are met through programs that are properly using federal funds to best support children and families.

### Key Indicators of Program Performance

#### *Financial Management Systems*

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The program implements a sound financial system that meets the required Federal standards for financial reporting, accounting records, internal control, budget control, compliance with cost principles, cash management, and administrative costs.

#### *Reporting*

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The program accurately reports the source and application of funds, distinguishing between the allocation of funds for each Head Start award.

#### *Procurement*

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The program develops and effectively implements procurement policies and procedures and meets, at a minimum, all requirements in the applicable Federal, State, and local statutes, regulations and administrative rules for Federal grants.

#### *Compensation*

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The program ensures that salaries charged to the award are reasonable and necessary for the accomplishment of the program’s objectives and are allocated to the grant in relationship to the relative benefit received. The program must also be able to provide documentation of all salaries charged to the award.

#### *Cost Principles*

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The program ensures all costs—direct, indirect, Federal, or non-Federal— charged to the grant award meet the standards of allowability specified in the Federal cost principles.



### *Facilities and Property*

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The program complies with all Federal requirements (e.g. adhering to the instructions in the application process and providing required documentation to Regional Offices) associated with the purchase, construction, or major renovation of facilities or equipment purchased with a purchase value of at least \$25,000.



## Fiscal Integrity

### Fiscal Integrity Key Indicator #1—Financial Management Systems

*The program implements a sound financial system that meets the required Federal standards for financial reporting, accounting records, internal control, budget control, compliance with cost principles, cash management, and administrative costs.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>1.1 The grantee's financial management systems provide for effective control over and accountability for grant and sub-grant funds, property and other assets and ensure they are used solely for authorized purposes.</p> <p><i>45 CFR Part 74 for institutes of higher education (colleges and universities), hospitals, nonprofit organizations and commercial organizations; 45 CFR Part 92 for State, local, and Tribal Governments. Note: This question relates to the "control activities" aspect of internal controls. Control activities are the policies, procedures, techniques, and mechanisms that enforce management directives, such as the process of adhering to requirements for budget development and execution. They help ensure that actions are taken to address risks. Control activities are an integral part of an entity's planning, implementing, and reviewing, as well as accountability for stewardship of Government resources and achieving effective results.</i></p>	<p>74.21(b)(3) 74.21(b)(4) 92.20(b)(3) 92.20(b)(4) 92.26(a) 92.26(b)(1) 92.26(b)(2) 92.26(b)(3) 92.26(b)(4) 92.26(b)(5) 1301.32(a)(1) A-133(400)(d)(3) A-133(400)(d)(5)</p>
<p>1.2 The grantee sought and received prior approval in writing for budget changes where prior approval is required and received approval for hiring of designated key personnel.</p> <p><i>Note: Applies to grantees only. 45 CFR Part 74 for institutes of higher education (colleges and universities), hospitals, nonprofit organizations and commercial organizations; 45 CFR Part 92 for State, local, and Tribal Governments. Note: All changes requiring prior approval must be submitted in writing to the Regional Grants Management Officer. If the change involves a budget revision, the program must identify the changes on an SF-424 and an SF-424A. As provided in 45 CFR 74.25(K) and 45 CFR 92.30(A)(1), approval of changes must be in writing and signed by the Regional Grants Management Officer. Hiring of designated key personnel must be approved by the Regional Office as provided in 74.25(c)(2) and 92.30(d)(3).</i></p>	<p>74.25 92.30</p>



- 1.3 The grantee has obtained and maintained required insurance coverage for risks and liabilities.
- Note: 1301.11 Applies only to private nonprofit organizations.*  
*Note: 45 CFR Part 74 for institutes of higher education (colleges and universities), hospitals, nonprofit organizations and commercial organizations.*

74.31  
 1301.11(a)  
 1301.11(b)

## Targeted Questions

### Delegate Agency—Document Review

- ▶ Does the grantee have one or more delegate agencies?
- ▶ How does the grantee use information in the audits and other information from delegate agencies such as claims for reimbursement, support documentation, bank statements and advance payment requests for monitoring?
- ▶ Are recommendations discussed with the delegate agencies and corrective action developed?
- ▶ How does the grantee ensure corrective action occurred?
- ▶ If delegate agencies receive advance payments, how is the amount determined and does the grantee recover the advance amounts by the end of the grant year?
- ▶ What documentation is included with the requests for payment and how are the requests processed?

FIS 1.1

### Financial Reports/Accounting Records—Document

- ▶ Review grantee correspondence and notices from the Internal Revenue Service, State Income Tax, State Tax Withholding, Workers Compensation and Unemployment Compensation documents. Does any correspondence indicate unresolved compliance issues such as unpaid amounts that were past due, material significant penalties for late, missing or incomplete returns or reports? If yes, describe all unresolved issues in detail and indicate the amount of any levies, taxes, payments, penalties and interest claimed by the authority.
- ▶ If a review of grantee correspondence and notices from the Internal Revenue Service, State Income Tax, State Tax Withholding, Workers Compensation and Unemployment Compensation documents revealed that there were unresolved issues with late payroll taxes or late insurance premiums, can the agency document that no portion of the taxes or insurance premiums were related to the Head Start program?
- ▶ Are there amounts due but not remitted (e.g. unpaid taxes or insurance premiums)? If yes, did the grantee draw down funds from PMS For the unremitted taxes or premiums?

FIS 1.1



## Fiscal Officer—Interview

- ▶ What method does the program use to ensure that funds are available for payment of any vested accrued leave owed to employees of the grantee?
- ▶ What is the program's procedure for reviewing credit card charges/retail store credit charges to insure that only authorized signatories use agency credit cards and that charges are reasonable and necessary for program operations?
- ▶ Since the completion of the most recent audit, have there been significant changes in Fiscal staffing or to financial systems? If so, how has potential negative impact associated with these changes been mitigated?
- ▶ Is the grantee current in processing of transactions, payments to vendors, and production of financial reports for staff, the Board, and the Policy Council? Please describe the evidence you observed in arriving at your conclusion.
- ▶ Is the agency current in its payments to the Internal Revenue Service and State tax authorities (significant amounts not remitted when due and/or significant penalties, interest or levies related to late filings or late remittance)? Please describe the evidence you observed in arriving at your conclusion.
- ▶ What is your and your staffs' experience and educational level?
- ▶ Is the staffing level adequate to provide for appropriate segregation of duties? Please describe the evidence you observed in arriving at your conclusion.

FIS 1.1

## General Ledger—Document

- ▶ Review a report or listing of aged payables. Are bills and invoices paid on time (not more than 30 days past due unless disputed)?
- ▶ Review two consecutive bank statements. Are bank statements reconciled to the general ledger? Are reconciling items (including outstanding checks) resolved within 30 days? Do checks clear the bank by the second statement after the issue date?
- ▶ Do the grantee's Fiscal records differentiate development and administrative costs from program costs to insure that development and administrative costs do not exceed 15 percent of the total grant (unless a waiver granting a higher percentage has been received)?
- ▶ If the reconciliations show any checks outstanding more than 60 days, can the grantee show that payments were disbursed (checks signed and issued to the payees) on or near the date on which the checks were written?

FIS 1.1

## Non-Personnel Costs—Transaction

- ▶ Are approvals of the documents supporting this transaction consistent with the approval process described in the organization's Fiscal policies and procedures? Is the approver someone other than the person making the order? Was a purchase order completed (if



required by the organization's policies and procedures)? Please describe the evidence you observed in arriving at your conclusion.

- ▶ Is credit card use consistent with the organization's written policy? Please describe the evidence you observed in arriving at your conclusion.
- ▶ How did the grantee ensure the services were performed or the goods received before the payment was processed? Please describe the evidence you observed in arriving at your conclusion.
- ▶ This question applies only to construction or renovation contracts of \$2,000 or greater. Davis-Bacon Act: Has the grantee provided assurance that laborers and mechanics were paid prevailing wage rate (by comparison of the contractor's payroll to the U.S. Department of Labor wage determination)?
- ▶ If payment was made by check, has the check cleared the bank? If not, does the grantee maintain documentation to demonstrate the payment was disbursed (check written, signed and issued to the vendor)? Please describe the evidence you observed in arriving at your conclusion.

FIS 1.1

#### FIFO & Audit—Document

- ▶ Does the most recent audit include audit findings either directly or indirectly related to the Head Start program?
- ▶ Are there unresolved audit findings which should be considered by the reviewer?
- ▶ Do audit reports disclose any companies related to the grantee organization providing services and/or facilities to the Head Start program?
- ▶ Does the latest audit report describe potential impairment of financial health or significant issues outside of audit findings which should be considered by the reviewer?
- ▶ Are there specific issues involving key personnel which should be considered by the reviewer?
- ▶ Did the Regional Office list any other issues which should be considered by the reviewer?

FIS 1.1

#### Procurement—Transaction

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- ▶ Were the grantee's written procurement procedures followed (use of purchase orders, approvals, documentation of cost quotations, etc.)?

FIS 1.1



## Targeted Questions

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### General Ledger—Document

- ▶ Does the grantee's financial reporting system separately account for the use of one-time funds for the construction, purchase or major renovation of facilities? Were the funds used for the intended purpose?

FIS 1.2

### FIFO & Audit—Document

- ▶ Please list the agency's key personnel.

FIS 1.2

### Equipment—Transaction

- ▶ If the cost of the acquisition exceeded \$25,000, was prior approval obtained from the regional office?

FIS 1.2

## Targeted Questions

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### Insurance Policies—Document

- ▶ Can the grantee produce a current certificate showing a fidelity bond or employee dishonesty coverage on officials and employees authorized to disburse program funds?
- ▶ Review the list of vehicles purchased using Head Start funds. For a sample of vehicles, can the grantee provide current certificates of insurance showing coverage equivalent to the level of coverage on other agency-owned vehicles?
- ▶ Review the list of locations in which the grantee provides Head Start services. For a sample of locations (donated, leased, or owned), can the grantee provide current certificates of insurance for program service locations covering liability for accidents on the premises?
- ▶ Review the list of vehicles used by the agency (or its contractors) for the transport of Head Start children. For a sample of vehicles, can the grantee provide current certificates of transportation liability insurance?

FIS 1.3



## Fiscal Integrity Key Indicator #2—Reporting

*The program accurately reports the source and application of funds, distinguishing between the allocation of funds for each Head Start award*

### **Compliance Measures**

- 2.1 Financial reports and accounting records are timely and complete and contain accurate information pertaining to grant or sub-grant awards, authorizations, obligations, unobligated balances, assets, liabilities, outlays (total expenditures), income, and interest. Reports include:
- SF-425 (paper-based Federal Financial Report filed to Regional Office);
  - SF-425 (web-based Federal Cash Transactions Report filed with Division of Payment Management); and
  - USDA/Child and Adult Care Food Program (CACFP) reports.

*45 CFR Part 74 for institutes of higher education (colleges and universities), hospitals, nonprofit organizations and commercial organizations; 45 CFR Part 92 for State, local, and Tribal Governments.*

### **Federal Regulations**

- 74.21(b)(1)
- 74.21(b)(2)
- 92.20(b)(1)
- 92.20(b)(2)
- 1304.23(b)(1)(i)
- 1304.51(h)

## Targeted Questions

### Financial Reports/Accounting Records—Document

- ▶ Were any USDA/CACFP claims reduced or rejected due to late or inaccurate reporting or improper documentation of costs resulting in a disallowance or reduced payment to the program?
- ▶ Compare the actual USDA revenue reported on the final, paper-based SF-425 filed with the budgeted amount of USDA revenue reflected on the GABI and ask the grantee to document the total food cost for the Head Start program and show the sources from which the food costs were paid. Based on your review of this documentation, was Head Start charged for food costs that should have been paid by USDA?
- ▶ Does the grantee's most current USDA/CACFP compliance review identify any areas of noncompliance related to Fiscal issues? If yes, did USDA/CACFP disallow any costs?
- ▶ Based on your review of the grantee's repayment of costs disallowed by USDA, were Head Start funds used to pay the disallowance?
- ▶ Using the most recent, final SF-425 and financial records document the following and identify if there is a variance between amounts recorded in the financial records, amounts reported on the audit and amounts reported on the SF-425.
- ▶ Has the grantee reconciled any variances between the amount recorded in the financial records amounts reported on the audit and amounts reported on the SF-425?
- ▶ Describe any un-reconciled variances and discuss with the Fiscal Officer.



- ▶ Did the grantee's accounting records separately identify the source and application for each Head Start award: Federal awards, authorizations, unobligated balances, assets, liabilities, outlays (total expenditures), income and interest?
- ▶ Did disbursements for the latest award reported on the most recent PMS report (the SF-425 submitted electronically each quarter) vary from the disbursements reflected in the grantee's financial records?
- ▶ Based on your review of the grantee's records, was it determined that the USDA removed the grantee from participation in the CACFP program?
- ▶ Is the total recipient share (non-Federal share) on the grantee's financial records at least as much as the amount shown on the most recent, final SF-425?

FIS 2.1



## Fiscal Integrity Key Indicator #3—Procurement

*The program develops and effectively implements procurement policies and procedures and meets, at a minimum, all requirements in the applicable Federal, State, and local statutes, regulations and administrative rules for Federal grants.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
3.1 The grantee implemented procurement procedures that meet, at a minimum, all requirements specified in the applicable Federal, State, and local statutes, regulations, and administrative rules for Federal grants, including a written code or standards of conduct governing the performance of its employees engaged in awarding and administering contracts. The grantee can demonstrate that contractual agreements were met.	74.42 74.43 74.46 74.47 92.36(b)(2) 92.36(b)(3) 92.36(b)(9) 92.36(c)(1)
<i>45 CFR Part 74 for institutes of higher education (colleges and universities), hospitals, nonprofit organizations and commercial organizations; 45 CFR Part 92 for State, local, and Tribal Governments; 2 CFR Part 230 for nonprofit organizations; 2 CFR Part 225 for State, local, and Tribal Governments; 2 CFR Part 220 for educational institutions.</i>	220, App A(A)(2)(e) 225, App A(C)(1)(j) 230, App A(A)(2)(g) 642(c)(1)(E)(iv)(X)(aa)

### Targeted Questions

#### Procurement—Transaction

- ▶ Is there a procurement transaction in excess of \$25,000?
- ▶ If the procurement is a construction or facility improvement contract or subcontract in excess of \$100,000, does each contract require a performance bond and a payment bond on the part of the contractor for 100 percent of the contract price? Describe the evidence you used in arriving at your conclusion.
- ▶ Did there appear to be a conflict of interest? Please describe the evidence you observed in arriving at your conclusion.
- ▶ How did the grantee provide for open and free competition?
- ▶ Was an analysis made of lease and purchase alternatives where appropriate?

FIS 3.1

#### Non-Personnel Costs—Transaction

- ▶ Did the grantee document the basis for its selection of the contractor or vendor (including justification for lack of competition when competitive bids or offers were not obtained)?
- ▶ Did the grantee enter into multiple procurement transactions with the same vendor related to the same product, service, or project, resulting in the grantee failing to follow its own written



procurement procedures applicable to the total amount paid to the vendor? Please describe the evidence you observed in arriving at your conclusion.

FIS 3.1



## Fiscal Integrity Key Indicator #4—Compensation

*The program ensures that salaries charged to the award are reasonable and necessary for the accomplishment of the program's objectives and are allocated to the grant in relationship to the relative benefit received. The program must also be able to provide documentation of all salaries charged to the award.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
4.1 Original time records are prepared and properly signed by the individual employee and approved by a responsible supervisory official, and an appropriate methodology was used to allocate salaries among Head Start and other programs.	220, App A(C)(4)(a) 220, App A(J)(10)(a) 220, App A(J)(10)(b) 220, App A(J)(10)(d) 225, App A(C)(3)(a) 225, App B(8)(h)(1) 225, App B(8)(h)(3) 225, App B(8)(h)(4) 230, App A(A)(2) 230, App B(8)(m)(1) 230, App B(8)(m)(2)
4.2 Head Start or Early Head Start grant funds are not used as any part of the monetary compensation (e.g. salary, bonuses, severance) of an individual employed by the grantee who is paid at an annual rate in excess of Executive Level II (\$179,700 through calendar year 2012).	653(b)
4.3 Total compensation for personal services, including employee wages and incentive compensation payments, charged to the grant are allowable and reasonable.  <i>2 CFR Part 230 for nonprofit organizations; 2 CFR Part 225 for State, local, and Tribal Governments; 2 CFR Part 220 for educational institutions.</i>	220, App(C)(2) 220, App(C)(3) 220, App A(J)(10)(a) 225, App A(C)(2)(b) 225, App B(8)(a) 225, App B(8)(b) 230, App A(A)(3)(b) 230, App B(8)(b) 230, App B(8)(c) 230, App B(8)(j)



## Targeted Questions

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### Payroll—Transaction

- ▶ Is the transaction part of a payroll approved by a responsible official of the organization?
- ▶ Is the transaction supported by time and attendance records (e.g., timecards, timesheets, summary records, or other supporting documentation verifying attendance) signed by the employee and signed or electronically approved by the employee or a supervisor having first-hand knowledge of the actual work performed by the employee?
- ▶ Which of the following best describes the allocation of this position?
  - The position is allocated at 100% to Head Start or 100% to Early Head Start.
  - The position is allocated only between Head Start and Early Head Start.
  - The position is allocated between Head Start/Early Head Start and a related program such as child care or state pre-K.
  - The allocation includes an unrelated program and/or central administration.
- ▶ Based on a review of available information (e.g., job description, organization chart, classroom rosters, list of programs served by the agency), is the salary properly allocated? Please describe the evidence supporting your conclusion.
- ▶ Which of these best describes the allocation between Head Start and Early Head Start?
  - The allocation between Head Start and Early Head Start uses the same percentages as those used in the GABI accompanying the approved funding application.
  - The allocation is based on actual activity.
  - The allocation is based on budgeted dollars, ability to pay, historical time studies, or fixed percentages not supported by rationale.
  - The allocation is supported by an activity base (e.g. hours of service, number of children, etc.).
  - The grantee uses another allocation methodology not described above.
- ▶ How has the grantee documented actual activity?
  - The grantee is an educational institution and uses an allocation method (including personnel activity reports) of after-the-fact confirmation.
  - The grantee is a government entity and uses periodic certification demonstrating (at least semi-annually) that the employee worked solely on the Head Start/Early Head Start award during the period covered by the certification.
  - The grantee is a nonprofit or governmental institution and uses personnel activity reports, and the grantee uses periodic certification demonstrating (at least semi-annually) that the employee worked solely on the Head Start/Early Head Start award during the period covered by the certification.



- ▶ If the grantee uses another allocation methodology, please describe the allocation methodology used. Does the methodology allocate costs in proportion to the benefits received by each program? Please describe the evidence observed in arriving at your conclusion.
- ▶ Were the personnel activity reports prepared at least monthly, and did they coincide with one or more pay periods?
- ▶ Did the activity report account for the total activity for which the employee was compensated?
- ▶ Was the personnel activity report signed by the individual employee or, for non-profit agencies only, by a responsible supervisory official having first-hand knowledge of the activities performed by the employee?
- ▶ Is the allocation supported by current data?
- ▶ Is the allocation base an appropriate measure of the benefit received by each program? Please describe the evidence you observed in arriving at your conclusion.
- ▶ Which of these best describes the allocation between Head Start/Early Head Start and related program(s), such as State Pre-K or Child Care?
  - The allocation is based on actual activity.
  - The allocation base (e.g. total salary dollars in each program, total expenses in each program) typically requires a Negotiated Indirect Cost Rate Agreement.
  - The allocation methodology use one or more activity bases, such as the number of children served, hours of operation or time study or similar analyses based on direct hours of identifiable services provided.
  - The grantee use another allocation methodology not described above.
- ▶ Which of these best describes the allocation between Head Start/Early Head Start and unrelated programs and/or central administration?
  - The allocation between Head Start/Early Head Start and unrelated programs and/or central administration is based on actual activity.
  - The allocation between Head Start/Early Head Start and unrelated programs and/or central administration is based on budgeted dollars, ability to pay, or fixed percentages not supported by rationale.
  - The allocation between Head Start/Early Head Start and unrelated programs and/or central administration is supported by an activity base (e.g. number of transactions, number of supervised staff).
  - The grantee uses another allocation methodology not described above.

FIS 4.1



## Targeted Questions

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### Financial Reports/Accounting Records—Document

- ▶ Does the grantee's most recent IRS Form 990, individual W-2 statement, or final year end payroll register list any employee with compensation exceeding the Level II rate?
- ▶ For employees identified in the grantee's IRS Form 990 or individual W-2 statements as having compensation exceeding the Executive Level II rate, is any portion of their compensation paid from Head Start funds (directly charged or as part of an indirect rate) or claimed as non-Federal share (match or in-kind)?

FIS 4.2

## Targeted Questions

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### Fiscal Officer—Interview

- ▶ How (and how recently) has the grantee ensured that paid wages are comparable to wages paid for comparable positions within the organization or those paid for similar work in the labor markets in which the organization competes?
- ▶ If the grantee received COLA funds, were the funds distributed in accordance with the terms of the grantee's funding award? Please describe the evidence you observed in arriving at your conclusion.
- ▶ If the grantee has an incentive compensation plan, how recently has it been used to compensate Head Start employees and how is reasonableness of payments determined?

FIS 4.3

### Payroll—Transaction

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- ▶ Does the organization have similar work in other activities (outside of Federal awards)?
- ▶ Is the employee pay rate for Head Start work supported by a wage comparability study that establishes comparable compensation for similar work in the labor markets in which the organization competes?
- ▶ Is compensation consistent with the established policies of the educational institution?
- ▶ Is compensation consistent with that paid for similar work in other activities?
- ▶ Did the grantee document that the employee had: (a) achieved cost reduction, (b) met criteria for efficient performance, (c) submitted suggestions or d) achieved safety goals?
- ▶ Does this transaction include any incentive compensation payments or paid bonuses (with or without an agreement for payment)?
- ▶ Was incentive compensation paid according to existing incentive compensation agreements entered into between the organization and the employee in good faith before services were



rendered or made according to an established plan consistently followed by the organization?

FIS 4.3



## Fiscal Integrity Key Indicator #5—Cost Principles

The program ensures all costs—direct, indirect, Federal, or non-Federal—charged to the grant award meet the standards of allowability specified in the Federal cost principles.

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>5.1 The grantee has implemented procedures to determine allowability, allocability, and reasonableness of costs charged against its Head Start and Early Head Start grant awards as required by the applicable cost principles. If the grantee is required to allocate costs between funding sources (including Head Start and Early Head Start awards), the program utilizes a method for allocating costs that reflects the relative degree of benefit for each program receiving the benefit of the allocated cost.</p> <p><i>2 CFR Part 225 for State, local, and Tribal Governments; 2 CFR Part 220 for educational institutions. Reasonable: 230, App A(A)(3) 225, App A(C)(2) 220, App A(C)(3) Allowable: 225, App A(C)(1) 220, App A(C)(2) 230, App A(A)(2) Allocable: 225, App A(C)(3) 220, App A(C)(4) 230, App A(A)(4) Note: The requirement to allocate costs applies only to programs that do not have a negotiated and approved indirect cost rate OR programs that have a negotiated and approved indirect cost rate and also have other allocated costs.</i></p>	<p>220, App A(A)(2)(e) 220, App A(C)(2) 220, App A(C)(3) 220, App A(C)(4) 225, App A(C)(1) 225, App A(C)(2) 225, App A(C)(3) 230, App A(A)(2) 230, App A(A)(3) 230, App A(A)(4)</p>
<p>5.2 Indirect cost charges are supported by a negotiated and approved indirect cost rate.</p> <p><i>2 CFR Part 230 for nonprofit organizations; 2 CFR Part 225 for State, local, and Tribal governments; 2 CFR Part 220 for educational institutions. Note: Applies only to programs with an approved negotiated indirect cost rate.</i></p>	<p>225, App A(C)(3)(a) 230, App A(A)(2)(a) 230, App A(E)(2)(c) 1301.32</p>
<p>5.3 The grantee can demonstrate that all contributions of non-Federal share (NFS), including cash and third-party in-kind (such as donated services, goods or supplies), are necessary and reasonable for accomplishing program objectives, allowable under applicable cost principles, and allocable if also benefiting another award. Financial records are also sufficient and support the verification of adherence to applicable cost principles.</p> <p><i>45 CFR Part 74 for institutes of higher education (colleges and universities), hospitals, non-profit organizations and commercial organizations; 45 CFR Part 92 for State, local, and Tribal Governments. Note: The use of cash and in-kind contributions must meet the same standards applicable to an expenditure of grant funds. They must support the accomplishment of program objectives and not benefit individual children or their families.</i></p>	<p>74.23(a)(1) 74.23(a)(2) 74.23(a)(3) 74.23(a)(4) 74.23(a)(5) 74.23(d) 74.23(f) 74.23(h)(1) 74.23(h)(2) 74.23(h)(3) 74.23(i)(1) 74.23(i)(2) 92.24(a)(1) 92.24(b)(1)</p>



<b>Compliance Measures</b>	<b>Federal Regulations</b>
5.4 During each funding period reviewed, the grantee charged to the award only costs resulting from obligations incurred during the funding period.	92.24(b)(3) 92.24(b)(6) 92.24(b)(7)(i) 92.24(b)(7)(iv) 92.24(c)(1) 92.24(d) 92.24(e)(2)(i) 92.24(g)  74.28 92.23(a)

### Targeted Questions

#### Journal Entries—Transaction

- ▶ Why was the journal entry created and is the amount allowable and reasonable? Please describe the evidence you observed in arriving at your conclusion.
- ▶ Did the documentation show that the cost was allocated to Head Start in proportion to the benefit received?

FIS 5.1 \_\_\_\_\_

#### Grantee-Owned Facilities—Transaction

- ▶ Can the grantee document through a space map or other mechanism how the portion of the building allocable to Head Start was determined?

FIS 5.1 \_\_\_\_\_

#### Leased Facilities—Transaction

- ▶ Can the grantee document through a space map or other mechanism how the portion of the building allocable to Head Start is determined? Please describe the evidence you observed in arriving at your conclusion.

FIS 5.1 \_\_\_\_\_

#### Non-Personnel Costs—Transaction

- ▶ Was the cost supported by a contract or an invoice, if appropriate? Please describe the evidence you observed in arriving at your conclusion.



- ▶ Does the grantee maintain documentation with adequate information to support a determination that the expense is allowable, reasonable, necessary, and allocable (i.e., supporting the need for the purchased product and its benefit to Head Start)? Please describe the evidence you observed in arriving at your conclusion.

FIS 5.1

#### FIFO & Audit—Document

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- ▶ Does Head Start/Early Head Start share resources or personnel with other programs or with central administration?
- ▶ Are there cost allocation issues which should be considered by the reviewer?

FIS 5.1

#### Payroll—Transaction

- ▶ Were the amounts awarded reasonable; i.e. the total compensation including the incentive was not excessive compared to the normal salary paid for similar work in the labor markets in which the organization competes for the kind of employees involved? Please describe the evidence you observed in arriving at your conclusion.

FIS 5.1

#### Targeted Questions

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##### Financial Reports/Accounting Records—Document

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- ▶ If the final, paper-based SF-425, revenue/expense report, or other financial record reflect a claim for indirect costs, does the NOA reflect an award for indirect costs, and does the grantee have a current negotiated Indirect Cost Rate Agreement?
- ▶ If the grantee has an established Indirect Cost Rate Agreement, is the total indirect cost on the most recent final, paper-based SF-425 computed per the approved agreement?
- ▶ Are the indirect costs charged to Head Start also included in the grantee's development and administrative cost for the period? Please describe the evidence you observed in arriving at your conclusion.

FIS 5.2

##### General Ledger- Document

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- ▶ Do the grantee's financial records differentiate between indirect cost charges and direct cost charges? Please describe the evidence you observed in arriving at your conclusion.

FIS 5.2



## FIFO & Audit—Document

- ▶ Does the grantee use an indirect cost rate?
- ▶ Are there any issues related to indirect costs which should be considered by the reviewer?

FIS 5.2

## Targeted Questions

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### FIFO & Audit—Document

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- ▶ Any there any issues related to non-Federal share which should be considered by the reviewer?

FIS 5.3

### Non-Federal Share—Transaction

- ▶ If applicable to the type of donated service, are claims supported by records identifying the number of children served and the service provided?
- ▶ For donated space (other than space in family homes or occasional space rental), is the claimed value supported by a current appraisal performed by a licensed independent appraiser (e.g., certified real property appraiser or General Services Administration representative) and certified by a responsible official of the recipient? Please describe the evidence you observed in arriving at your conclusion.
- ▶ Was the cash expended for allowable costs necessary and reasonable for the operation of the Head Start program?
- ▶ This question only applies if cash match was from state or local government funds. Has the grantee established that the claimed match is not from funds paid by the Federal Government under another award, except where authorized by Federal Statute, or the funds were not used to match other Federal funds? Please describe the evidence you observed in arriving at your conclusion.
- ▶ Does the grantee administer other programs that require a match?
- ▶ How did the grantee establish the donation has not been counted toward a match for another program? Please describe the evidence you observed in arriving at your conclusion.
- ▶ For donated services, is the nature and duration of the activity, service date, location in which the service was performed, and volunteer signature included in the documentation? Please describe the evidence you observed in arriving at your conclusion.
- ▶ Does the claimed non-Federal share appear to be allowable and necessary for the operation of the Head Start program?
- ▶ Were donated items intended to be taken home for personal use of the child or parent (e.g. clothing, household items)? Please describe the evidence you observed in arriving at your conclusion.



- ▶ Does the grantee administer other programs that require a match?
- ▶ How did the grantee establish the donation has not been counted toward a match for another award? Please describe the evidence you observed in arriving at your conclusion.
- ▶ Was the claimed match from funds paid by the Federal Government under another award?
- ▶ Did authorizing legislation allow the funds to be used as match? Please describe the evidence you observed in arriving at your conclusion.
- ▶ For cash matches, was the cash counted as match when expended and not when received? Please describe the evidence you observed in arriving at your conclusion.
- ▶ Did the volunteer receive payment or a stipend from another Federal program such as Foster Grandparents?
- ▶ Was the value reduced by the amount of stipend? Please describe the evidence you observed in arriving at your conclusion.
- ▶ This question applies to claims for donated services. Is the rate consistent with those rates paid for similar services in the recipient's organization (including fringe benefits) or, for services not found within the recipients organization, consistent with the rates paid for similar services in the local labor market (including fringe benefits)? Please describe the evidence you observed in arriving at your conclusion.
- ▶ This question applies to claims for donated services. Is the amount of time spent on performing the activities reasonable? Please describe the evidence you observed in arriving at your conclusion.
- ▶ Does the in-kind primarily benefit the parent or child as outlined in OHS – PC – A – 077?
- ▶ This question applies to at-home activities. Are the parents' at home activities involved in doing things with the enrolled child that support the child's Head Start experience, that are articulated by the teacher (or home visitor) and that support the curriculum used by the program? Please describe the evidence you observed in arriving at your conclusion.
- ▶ This question applies to claims for the use of parent in-home space. Did the grantee use an outside source (e.g. market survey) to support the claimed value? Please describe the evidence you observed in arriving at your conclusion.
- ▶ Does this claim include parent transportation of children?

FIS 5.3

## Targeted Questions

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### Payroll—Transaction

- ▶ Was the work performed in the award period in which the related payroll cost was charged?

FIS 5.4



### Journal Entries, Non-Personnel Costs—Transaction

- ▶ Was the cost posted to the award period in which the obligation was incurred?

FIS 5.4

### Non-Federal Share—Transaction

- ▶ Was the cost posted to the appropriate award period?
- ▶ Was the in-kind contribution posted to the appropriate award period?
- ▶ How was value established and is it reasonable? Please describe the evidence you observed in arriving at your conclusion.
- ▶ How was value established and is it reasonable? Is the rate consistent with those rates paid for similar services in the recipient's organization (including fringe benefits) or the employee's regular rate of pay (for services provided by the employee of another organization), for services not found within the recipients organization, consistent with the rates paid for similar services in the local labor market (including fringe benefits)? Please describe the evidence you observed in arriving at your conclusion.

FIS 5.4

### Non-Personnel Costs—Transaction

- ▶ Was the cost posted to the appropriate award period?

FIS 5.4



## Fiscal Integrity Key Indicator #6—Facilities and Property

The program complies with all Federal requirements (e.g. adhering to the instructions in the application process and providing required documentation to Regional Offices) associated with the purchase, construction, or major renovation of facilities or equipment purchased with a purchase value of at least \$25,000.

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>6.1 The grantee has established the allowability of costs for owned or leased facilities and has adequately protected any Federal Interest in facilities through the filing of Notices of Federal Interest, insurance, and maintenance of property records. Compensation for the use of facilities owned by the grantee, a delegate agency, or other related party was through depreciation or use allowance based on the cost of the facility (excluding costs paid by Head Start). The grantee obtained advance Regional Office permission for any mortgage or loan agreements using collateral property acquired or subject to major renovation using Head Start funds and has ensured that mortgage/loan agreements include the required provisions.</p>	<p>220, App A(J)(14)  225, App B(11)  225, App B(37)(c)  230, App B(11)(a)  230, App B(11)(b)  230, App B(43)(c)  1309.10  1309.20  1309.21(b)  1309.21(d)(1)  1309.21(d)(2)  1309.21(d)(3)  1309.21(d)(4)(i)  1309.21(d)(4)(ii)  1309.21(d)(4)(iii)  1309.22(a)  1309.22(b)  1309.22(c)  1309.23(a)(1)  1309.23(a)(2)  1309.23(b)  1309.31(b)  1309.40</p>
<p>6.2 The grantee has safeguarded equipment purchased using Head Start funds by maintaining complete and accurate equipment records, verifying the accuracy of records by conducting a physical inventory, and following disposition requirements. The grantee obtained advance Regional Office permission for any mortgage or loan agreements using real property or equipment acquired with Head Start funds.</p>	<p>74.34(f)(1)  74.34(f)(3)  74.34(g)  74.37  92.32(d)(1)  92.32(d)(2)  92.32(e)</p>



## Targeted Questions

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### Leased Facilities—Transaction

- ▶ Which of the following best describes the lease?
  - This is an operating lease between the grantee/delegate and an unrelated property owner. The relationship between the grantee/delegate and the owner is arm's length. The lease does not include elements of purchase.
  - There is a less-than-arms-length relationship between the grantee/delegate and the landlord. One party to the lease agreement is able to control or substantially influence the actions of the other. Such leases include, but are not limited to those between divisions of a non-profit organization, non-profit organizations under common control through common key personnel, and a non-profit organization and a key personnel of the non-profit organization or his immediate family, either directly or indirectly in which they hold a controlling interest.
  - The lease contains at least one of the elements of a purchase:
    - the lease provides for transfer of ownership to the grantee/delegate
    - the lease provides for the grantee/delegate to purchase the property for less than fair market value
    - the duration of the lease is 75% or more of the facility's expected economic life
    - payments under the lease are at least 90% of the asset's value
- ▶ Please describe the evidence you observed in arriving at your conclusion of the description of the lease.
- ▶ This question is asked to determine whether the property was subject to a major renovation, which requires prior approval under Part 1309.

Was this facility subject to renovation paid from Head Start funds involving one or more of the following?

- The renovation involved a structural change to the foundation, roof, floor, or exterior or load-bearing walls of a facility or extension of an existing facility to increase its floor area.
  - The renovation involved extensive alteration of an existing facility, such as to significantly change its function and purpose, even if such renovation did not include any structural change to the facility.
  - The renovation cost is in excess of \$250,092 (\$200,000 adjusted for inflation since 2003) or 25 percent of the total annual direct costs approved for the grantee by ACF for the budget period in which the application was made.
- ▶ Did the grantee limit lease charges to the amount that would be allowed had the grantee purchased the property on the date the lease agreement was executed? This amount would include expenses such as depreciation or use allowance, maintenance, taxes, and insurance. Please describe the evidence you observed in arriving at your conclusion.



When reviewing evidence consider the following:

- What is the cost of the building (including any improvements and excluding the cost of the land)?
  - What is the annual depreciation of the building (based on the useful life used for financial-statement or tax purposes) or use allowance (2 percent of the cost of the facility, excluding land)?
  - What is the annual charge to the Head Start award [and/or non-Federal share claimed] for the facility?
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- ▶ For capital lease arrangements where charges exceed depreciation or use allowance, can the grantee show that the Regional Office approved an application for the purchase of this facility under Part 1309?
  - ▶ For leased property subject to major renovation using Head Start funds is the lease filed in the official records of the jurisdiction in which the facility is located?
  - ▶ For leased property subject to major renovation using Head Start funds does the lease (or affidavit or other document filed as Notice of Federal Interest) include the address and legal description of the property (1309.21(d)(4)(i)), acknowledge that the grant incorporated conditions that included restrictions on the use of the property and provide for a Federal interest in the property (1309.21(d)(4)(iii); and state that the property may not be used for any purpose inconsistent with that authorized by the Head Start Act and applicable regulations (1309.21(d)(4)(iii))?
  - ▶ Does the grantee's lease or other arrangement for occupancy provide the funding agency with the required right to designate a new lessee in the event of default, withdrawal, or termination; protect the Federal interest in the facility; and ensure the grantee's undisturbed use and possession of the facility?
  - ▶ Can the grantee produce a current Certificate of Insurance showing a physical-destruction insurance policy that insures the full replacement value of the facility from risk of partial and total physical destruction?

FIS 6.1

#### FIFO & Audit—Document

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- ▶ During this grant period or any of the two previous grant periods, has the grantee received funding for new facilities --- either traditional buildings or modular units --- or major renovation to existing facilities?
- ▶ Were there indications that charges for a facility owned by the grantee (or a related party) exceeded depreciation or use allowance?
- ▶ Were there any other facility issues?

FIS 6.1



## Fiscal Officer—Interview

- ▶ Has the grantee received a notice of default on any mortgage or security agreement on a property with Federal interest?
- ▶ Can the grantee document that the Regional Office was informed of all instances of default related to properties with a Federal interest?

FIS 6.1

## Grantee-Owned Facilities—Transaction

- ▶ Is Head Start charged occupancy costs for any grantee-owned facilities?
- ▶ Which of the statements below best describes the facility?
  - The facility is grantee-owned and was not acquired, constructed or renovated using Head Start funds.
  - The facility is a modular facility owned by the grantee and was acquired, constructed or renovated using Head Start funds.
  - The facility is a non-modular facility owned by the grantee and was acquired, constructed or renovated using Head Start funds.
- ▶ Can the grantee provide a written Subordination Agreement signed by an ACF official subordinating the Federal interest to the rights of the lender?
- ▶ Was this loan entered into or refinanced since the last triennial review?
- ▶ Did the review of the loan agreement find the lender was required to give written and telephonic notice to ACF in the event of a default in payment by the grantee, provide that the lender would not foreclose on the property until at least 60 days after the required notice was sent, and that ACF had the right to cure the default or name another payee?
- ▶ Can the grantee show ACF approval of a Facilities application under Part 1309?
- ▶ Can the grantee show title insurance for the full appraised value as approved by ACF or the amount of the purchase price, whichever is greater, and contains an endorsement identifying ACF as a loss payee to be reimbursed if the title fails?
- ▶ Can the grantee show it provided certified copies of the deed, lease, loan instrument, mortgage, and any other legal documents related to the acquisition or major renovation of the facility or the discharge of any debt secured by the facility to the Regional Office after their execution?
- ▶ Can the grantee produce a current Certificate of Insurance showing a physical-destruction insurance policy that insures the full replacement value of the facility from risk of partial and total physical destruction?
- ▶ If the facility is located in a flood zone, can the grantee produce a current Certificate of Insurance showing flood insurance covering the full replacement value of the facility?
- ▶ Is the building subject to a mortgage?



- ▶ Can the grantee show it recorded a Notice of Federal Interest in the appropriate official records for the jurisdiction in which a facility is located?
- ▶ For modular units not permanently affixed to land owned by the grantee or affixed to land not owned by the grantee, has the grantee posted the following notice on the modular unit: "On (date), the Department of Health and Human Services (DHHS) awarded (grant number) to (Name of grantee). The grant provided Federal funds for conduct of a Head Start program, including purchase of this modular unit. The grant incorporated conditions which included restrictions on the use and disposition of this property, and provided for a continuing Federal interest in the property. Specifically, the property may not be used for any purpose other than the purpose for which the facility was funded, without the express written approval of the responsible DHHS official, or sold or transferred to another party without the written permission of the responsible DHHS official. These conditions are in accordance with the statutory provisions set forth in 42 U.S.C. 9839; the regulatory provisions set forth in 45 CFR part 1309, 45 CFR part 74 and 45 CFR part 92; and Administration for Children and Families' grants policy."
- ▶ For non-modular facilities, is the facility located on land owned by the grantee?
- ▶ Can the grantee show a land lease or other document ensuring the right of the grantee to have undisturbed use and possession of the facility?
- ▶ Is the lease filed in the official records of the jurisdiction in which the facility is located?
- ▶ Does the land lease (or affidavit or other document) include the address and legal description of the property (1309.21(d)(4)(i)), acknowledge that the grant incorporated conditions that included restrictions on the use of the property and provide for a Federal interest in the property (1309.21(d)(4)(ii), and state the property may not be used for any purpose inconsistent with that authorized by the Head Start Act and applicable regulations (1309.21(d)(4)(iii))?
- ▶ Which of these best describes the arrangement of this modular facility?
  - The modular is permanently affixed to land owned by the grantee.
  - The modular is situated on land owned by a third party.
  - The modular is located on grantee--owned land but is not permanently affixed.
- ▶ Were non-Head Start funds used in the acquisition, construction or permanent improvement of the facility?
- ▶ Is the title in the name of the grantee?
- ▶ Did the grantee limit charges to the cost of ownership (depreciation or use allowance plus utilities, insurance and maintenance)? Please describe the evidence you observed in arriving at your conclusion.
- ▶ Did the calculation of depreciation exclude the cost of land and any portion of the cost of buildings paid by the Federal Government? Please describe the evidence you observed in arriving at your conclusion.

FIS 6.1



### Loan Review—Transaction

- ▶ Does the grantee have loans outstanding (other than mortgage loans related to facilities with a Federal interest)?
- ▶ Did the loan agreement exclude any claims against assets acquired or improved by Head Start funds?
- ▶ If the loan agreement did not exclude assets having a federal interest from use as collateral, did the grantee receive written approval from the Grants Management Officer (or designee) to encumber the Federal interest?

FIS 6.1

### Non-Federal Share—Transaction

- ▶ This question applies to space in a facility owned by the grantee, being purchased by the grantee under a capital lease, or under the grantee's control in a less-than-arms-length relationship. Was the value of the donated space limited to the cost of ownership: depreciation or use allowance, maintenance, taxes, and insurance?

FIS 6.1

## Targeted Questions

### Equipment—Transaction

- ▶ Is the total cost of all equipment purchased with Head Start funds is less than \$50,000?
- ▶ Is the equipment supported by an entry in the grantee's equipment records including all required information (a description of the property; serial number or other identification number; source of the property; title holder; acquisition date; cost of the property; percentage of Federal participation in the cost of the property; location, use and condition of the property; and ultimate disposition data, including the date of disposal and sales price of the property)?
- ▶ Can the grantee document that the equipment was part of a physical inventory conducted at least once in the past 2 years?

FIS 6.2

### Financial Reports/Accounting Records—Document

- ▶ Since the last triennial, has the grantee sold or disposed of any equipment with a fair market value of \$5,000 or more?
- ▶ How did the grantee determine the fair market value? Please describe the evidence you observed in arriving at your conclusion.
- ▶ Did the grantee request and follow disposition instruction from the Regional Office?



## Loan Review—Transaction

- ▶ If the loan agreement did not exclude assets having a federal interest from use as collateral, did the grantee receive written approval from the Grants Management Officer (or designee) to encumber the Federal interest?

FIS 6.2



## ERSEA Introduction

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**Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)** defines how Head Start programs recruit, select, and enroll children and families. Programs are responsible for assessing their communities and recruiting children and families who are most in need, including families below the poverty line, children with disabilities, families that are homeless, and pregnant women. Programs must have established procedures for verifying eligibility and selecting the children and families to be enrolled in their Head Start programs. Attendance must be monitored and appropriate follow-up conducted with families when attendance issues arise. By monitoring ERSEA, the Office of Head Start (the OHS) is better able to ensure that our country's neediest families and children are recruited and enrolled in an Early Childhood Education program.

### Key Indicators of Program Performance

#### *Recruitment and Selection*

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The program implements practices to ensure eligible children and pregnant women are recruited and given priority for enrollment.

#### *Eligibility*

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The program verifies eligibility and enrolls children and pregnant women according to Federal regulations.

#### *Enrollment*

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The program has practices in place to ensure maintenance of funded enrollment and at least 10% of enrollment of children with disabilities.

#### *Attendance and Participation*

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The program monitors daily attendance for center-based programs and ensures that no child's enrollment, in any program option, is contingent on payment of a fee.



## ERSEA

### ERSEA Key Indicator #1—Recruitment and Selection

*The program implements practices to ensure eligible children and pregnant women are recruited and given priority for enrollment.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
1.1 The program develops and implements a process that is designed to actively recruit families with Head Start- and/or Early Head Start-eligible children, including children with disabilities and pregnant women (if applicable), informing them of available services and encouraging them to apply for admission.	1305.5(a) 1308.5(f) 645A(c)(1)
1.2 Prior to the agency selecting and enrolling children from families whose income falls above 100 percent of the poverty line, the program has established and implemented outreach and enrollment policies and procedures to ensure that it meets the needs of the following children: <ul style="list-style-type: none"> <li>• Children from families with an income below the poverty line</li> <li>• Children from families receiving public assistance</li> <li>• Children who are homeless</li> <li>• Children in foster care</li> </ul>	645(a)(1)(B)(iii)(II)(a) a) 645(a)(1)(B)(iii)(II)(b) b)
1.3 Migrant programs give priority to children from families whose pursuit of agricultural work required them to relocate most frequently within the previous 2-year period.  <i>Note: Applies to migrant programs only.</i>	1305.6(b)

### Targeted Questions

#### ERSEA Coordinator—Interview

- Does the program have an effective system for recruitment that includes the following?
- Defines the recruitment area, establishes recruitment goals, and develops recruitment plans using program data (e.g., Community Assessment, Self-Assessment)
  - Conducts outreach within the community
  - Ensures recruitment efforts and materials include efforts to reach families with children with severe or multiple disabilities
  - Ensures EHS program-recruitment efforts and materials include efforts to reach pregnant women



## Targeted Questions

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### ERSEA Coordinator —Interview

- ▶ With the ERSEA Coordinator, review the program's policies and procedures to determine whether the program has selection criteria and practices that ensure the program prioritizes children for enrollment based on:
  - Child age
  - Family income/categorical eligibility
  - Availability of kindergarten or first grade
  - Locally determined priorities

If the ERSEA Coordinator indicates that the program does not have selection criteria, ask the Coordinator to explain how children are selected for enrollment.

- ▶ With the ERSEA Coordinator, review the program's documentation related to the selection of children for enrollment, including the waiting list, selection criteria, and documentation for currently enrolled children. Ask the ERSEA Coordinator to describe how the program:
  - Develops a waiting list and how it ranks children using the selection criteria
  - Ensures that children who are income- and categorically eligible are enrolled prior to children who are above 100 percent of the poverty guidelines
  - Maintains a waiting list throughout the year, including how vacancies are identified and children are selected to fill vacancies within 30 days
  - Conducts ongoing activities and community outreach efforts to identify underserved populations to ensure that eligible children enter the program as vacancies occur

PS 1305.7(b) allows programs to elect not to fill vacancies within 60 calendar days of the end of their program year. If the on-site monitoring review takes place within 60 calendar days of the end of the program year, document the date the program year ends.

ERSEA1.2

## Targeted Questions

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### ERSEA Coordinator —Interview

- ▶ Ask the ERSEA Coordinator to describe the program's selection process and how it ensures that priority is given to children from families whose pursuit of agricultural work required them to relocate most frequently within the previous 2 years.

ERSEA1.3



## ERSEA Key Indicator #2—Eligibility

The program verifies eligibility and enrolls children and pregnant women according to Federal regulations.

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>2.1 Program staff verified each child's eligibility and included in each file a statement signed by a program employee identifying the child's eligibility category and the documents examined to determine eligibility.</p>	<p>1305.4(c) 1305.4(d) 1305.4(e)</p>
<p><i>Note: Signed statements may list one of the following acceptable forms of proof of eligibility: individual Income Tax Form 1040; W-2 forms, pay stubs, pay envelopes, or employers' written statements; documentation showing current status as recipients of public assistance; and declarations of zero income. Also, note that homeless children and foster children are categorically eligible.</i></p>	
<p>2.2 The program enrolls children who are categorically eligible (who fall within defined income-eligibility requirements).</p>	<p>645(a)(1)(B)(iii)(I) 645(a)(1)(B)(iii)(II)</p>
<p>Defined Eligibility Requirements include:</p> <ul style="list-style-type: none"> <li>• Family income is below the poverty line</li> <li>• Family or child receives public assistance (SSI and TANF)</li> <li>• Family is homeless</li> <li>• Child is a foster child</li> </ul> <p>Additional income-eligibility requirements:</p> <ul style="list-style-type: none"> <li>• Ten percent of children enrolled in the program may be over the income threshold</li> <li>• An additional 35 percent of children who are not categorically eligible may be from families whose income is between 100 and 130 percent of poverty</li> </ul>	
<p><i>Note: Being a recipient of food stamps does not in and of itself make a child eligible for the Head Start program. Note: Does not apply to American Indian or Alaska Native grantees</i></p>	
<p>2.3 American Indian/Alaska Native programs ensure that children who meet the following requirements are enrolled before enrolling more than 10 percent over-income children:</p> <ul style="list-style-type: none"> <li>• All income-eligible children who wish to enroll living on the reservation</li> <li>• All income-eligible children who wish to enroll and are native to the reservation but living in non-reservation areas</li> <li>• All income-eligible non-American Indian children whose families wish to enroll if the non-reservation area is not served by another Head Start program</li> </ul>	<p>1305.4(b)(3)(i) 1305.4(b)(3)(ii) 1305.4(b)(3)(iv)</p>
<p><i>Note: Applies only to AIAN programs</i></p>	



## Targeted Questions

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### Child File

#### Summary Results for Review of Signed Statement Form:

- ▶ Is there a statement in the file verifying the child's eligibility?
- ▶ Is the statement verifying the child's eligibility signed by a program employee?
- ▶ Did the statement indicate which documents, in accordance with 1305.4(d), were examined to determine whether the child was eligible to participate in the program?
- ▶ Is there source documentation in the child's file?

ERSEA2.1

## Targeted Questions

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### Child File

#### Summary Results for Review of Signed Statement Form:

- ▶ In which eligibility status did the program enroll the child?
- ▶ Using the documents present in the child file, re-determine the child's eligibility status. Did the program enroll the child using the correct eligibility?
- ▶ In which eligibility status should the program have enrolled the child?

ERSEA2.2

## Targeted Questions

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### Child File

#### Summary Results for Review of Signed Statement Form:

- ▶ In which eligibility status did the program enroll the child?
- ▶ Using the documents present in the child file, re-determine the child's eligibility status. Did the program enroll the child using the correct eligibility?
- ▶ In which eligibility status should the program have enrolled the child?

### ERSEA Coordinator—Interview

- ▶ Interview the ERSEA Coordinator about the program's enrollment process. Ask him or her to describe the program's enrollment process in detail and provide you with information on how enrollment decisions are made.

Prior to the program enrolling children whose families exceed the low-income guidelines, the AIAN program must ensure that:



- All children from Indian and non-Indian families living on the reservation that meet the low-income guidelines and who wish to be enrolled in Head Start are served.
- All children from income-eligible Indian families native to the reservation but living in non-reservation areas approved as part of the Tribe's service area, who wish to be enrolled in Head Start are served by the program.

ERSEA2.3



## ERSEA Key Indicator #3—Enrollment

The program has practices in place to ensure maintenance of funded enrollment and at least 10% of enrollment of children with disabilities.

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>3.1 Actual program enrollment is composed at least 10 percent of children with disabilities.</p> <p><i>Note: Programs are expected to reach the 10 percent requirement at any point during the program year. For reviews occurring between October and January, the program must have reached 10% at any time during the previous program year. For reviews occurring between February and September the program must have reached 10% at any time during the current program year.</i></p>	<p>1308.5(c)(1) 1308.5(c)(2) 1308.5(c)(3) 1308.5(c)(4) 640(d)(1)</p>
<p>3.2 The program enrolled 100% of its funded enrollment and maintained an active and ranked waiting list at all times, with ongoing activities and community outreach to identify underserved populations and ensure that eligible children enter the program as vacancies occur.</p>	<p>1305.6(d) 642(g)</p>
<p>3.3 The program has documentation to support monthly enrollment data submitted to the Office of Head Start.</p>	<p>641A(h)(2)(A) 641A(h)(2)(B)</p>

### Targeted Questions

#### ERSEA Coordinator—Interview

- ▶ With the ERSEA Coordinator, review the program’s enrollment documentation and ERSEA tracking system to determine the percentage of children with disabilities enrolled in the program (actual enrollment).
  - If the on-site monitoring review occurs between October and January of the current program year, ask the ERSEA Coordinator to provide enrollment documentation confirming the actual program enrollment for the previous program year was at least 10 percent children with disabilities.
  - If the on-site monitoring review occurs between February and September of the current program year, ask the ERSEA Coordinator to provide enrollment documentation confirming the actual program enrollment for the current program year is at least 10 percent children with disabilities.
  - If the program is a migrant program, ask the ERSEA Coordinator to provide enrollment documentation confirming the actual program enrollment for the previous program year was at least 10 percent children with disabilities.



## Targeted Questions

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### ERSEA Coordinator –Interview

- ▶ With the ERSEA Coordinator, review the program’s waiting list and selection criteria.

Ask the ERSEA Coordinator to describe how the program:

- Develops a waiting list and how it ranks the children who are listed on the waiting list using the selection criteria
- Maintains a waiting list throughout the year, including how vacancies are identified and children are selected to fill vacancies within 30 days
- Conducts ongoing activities and community outreach efforts to identify underserved populations to ensure that eligible children enter the program as vacancies occur

PS 1305.7(b) allows programs to elect not to fill vacancies within 60 calendar days of the end of their program years. If the on-site monitoring review takes place within 60 calendar days of the end of the program year, document the date the program year ends.

ERSEA3.2

## Targeted Questions

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### ERSEA Coordinator –Interview

- ▶ With the ERSEA Coordinator, review of the program’s enrollment reports, for the last 12 months of operation to determine whether they:

- Were submitted to the ACF Regional Office within 14 days following the end of the previous month
- Accurately match enrollment data maintained by the grantee

Determine whether actual enrollment was less than funded enrollment, how long the shortfall existed, and whether the program submitted the reason for any existing enrollment shortfall in its report to ACF. Document the date the shortfall occurred, the reasons submitted to ACF, and any additional correspondence with ACF.

If there are inaccuracies in reporting, or reasons for under enrollment have not been submitted to ACF, ask the ERSEA Coordinator to explain why.

ERSEA3.3



## ERSEA Key Indicator #4—Attendance and Participation

The program monitors daily attendance for center-based programs and ensures that no child's enrollment, in any program option, is contingent on payment of a fee.

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>4.1 When monthly average daily attendance in center-based programs falls below 85 percent (except in the case of illness or well-documented absences), the causes of absenteeism are analyzed, and the program initiates appropriate family support as needed.</p>	<p>1305.8(a) 1305.8(b)</p>
<p><i>Note: Applies only to programs with a center-based program option</i></p>	
<p>4.2 The program ensures that no child's enrollment or participation in the Head Start program is contingent on payment of a fee.</p>	<p>1305.9</p>
<p><i>Note: State subsidies should not be used as a contingency for enrollment or attendance in the Head Start portion of the program.</i></p>	

### Targeted Questions

#### ERSEA Coordinator—Interview

- ▶ With the ERSEA Coordinator, review the program's daily attendance records to determine whether, for children with four or more consecutive unexcused absences, the program made efforts to initiate appropriate family support.
- ▶ With the ERSEA Coordinator, review the program's monthly attendance reports for center-based and FCC classrooms to determine whether the program tracks and records instances when attendance falls below 85% and examines patterns of absences, reasons for absences, and the number of absences that occurred on consecutive days.

For instances in which monthly average attendance fell below 85%, ask the ERSEA Coordinator to describe how the program analyzes the patterns and causes of absenteeism and develops plans for addressing attendance issues.

ERSEA4.1

### Targeted Questions

#### Parent—Interview

- ▶ Ask parents to state whether the program charges fees in exchange for enrollment or participation in Head Start. Examples may include paying late fees, registration fees, money



for field trips, etc.. If parents are required to pay fees, determine the extent to which this affected their ability to participate in the program.

If parents are required to pay fees, verify with the Fiscal Reviewer that these fees are required. Work with the Fiscal Reviewer to collect documentation of the required payments and include them as part of your evidence.

ERSEA4.2



## **Child Health & Safety Introduction**

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**Child Health and Safety (CHS)** is designed to ensure that all Head Start programs are providing children and families with health and developmental services, implementing and promoting healthy practices and providing safe and supportive environments in which children can learn and grow. The CHS protocol is used to ensure that the program supports children’s health development by determining each child’s health status, screening children and making referrals as needed. The program’s healthy practices and routines are reviewed through the CHS Protocol. Additionally, the CHS Protocol is used to review the safety of physical environments and transportation services provided by the program. By monitoring CHS, the OHS can be sure that Head Start programs are holistically supporting children’s health and development and providing safe learning environments for all children.

### **Key Indicators of Program Performance**

#### *Access to Health and Dental Care*

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The program establishes each child’s health status and provides follow up and referral as required.

#### *Screening and Referrals*

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The program supports children’s healthy development by screening children and making referrals as needed.

#### *Safe Physical Environments*

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The program ensures physical environments are safe for children, parents, and staff.

#### *Healthy Practices and Routines*

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The program establishes and maintains healthy practices and routines.

#### *Appropriate Group Sizes and Supervision*

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The program ensures children’s safety through effective supervision and optimal learning environments by providing appropriate group sizes

#### *Safe Transportation*

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The program ensures children’s safety through effective and safe transportation.



## Child Health & Safety

### Child Health & Safety Key Indicator #1—Access to Health and Dental Care

The program establishes each child's health status and provides follow up and referral as required.

<b>Compliance Measures</b>	<b>Federal Regulations</b>
1.1 The program obtains a determination from a health care professional as to whether each child is up to date on a schedule of primary and preventive health care (EPSDT), including dental, and assists parents in bringing their children up to date as needed.	1304.20(a)(1)(ii) 1304.20(a)(1)(ii)(A) 1304.20(a)(1)(ii)(B) 1304.20(a)(2)
1.2 The program takes steps to ensure that each child with a known, observable, or suspected health, dental, or developmental problem receives: <ul style="list-style-type: none"> <li>• Further diagnostic testing</li> <li>• Examination</li> <li>• Treatment from a licensed or certified health care professional</li> <li>• A follow-up plan to ensure required treatment has begun</li> </ul>	1304.20(a)(1)(iii) 1304.20(a)(1)(iv) 1304.20(c)(3)(ii)
1.3 The program involves parents, consulting with them immediately when child health or developmental problems are suspected or identified.	1304.20(e)(1)
1.4 The program: <ul style="list-style-type: none"> <li>• Informs parents of health and developmental procedures</li> <li>• Obtains their authorization prior to performing these procedures</li> <li>• Explains results</li> </ul>	1304.20(e)(2)
1.5 The program has established procedures for tracking the provision of health services.	1304.20(a)(1)(ii)(C)
1.6 The Early Head Start program helps pregnant women access, through referrals, early and regular comprehensive pre-natal and post-partum care, including: <ul style="list-style-type: none"> <li>• Early and continuing risk assessment</li> <li>• Health promotion and treatment</li> <li>• Mental health interventions</li> <li>• Follow-up, as appropriate</li> </ul> <p><i>Note: Applies only to programs serving pregnant women and new mothers</i></p>	1304.40(c)(1)(i) 1304.40(c)(1)(ii) 1304.40(c)(1)(iii)

**Compliance Measures**

- 1.7 The program ensures that a health staff member visits each newborn within two weeks after birth to ensure both the mother's and the child's well-being.

*Note: Applies only to programs serving pregnant women and new mothers*

**Federal Regulations**

1304.40(i)(6)

**Targeted Questions**

## Child File

Summary Results for Program Obtaining Determinations as to Whether Children are Up-To-Date on Preventive and Primary Health Care and Whether Parents Have Been Assisted in Bringing Their Children Up-To-Date

- ▶ On what date did the program obtain the determination from the health care professional regarding whether the child was up to date on a schedule of age-appropriate preventive and primary health care (including EPSDT)?
- ▶ On what date did the health care professional make a determination as to whether the child was up-to-date on a schedule of age-appropriate preventive and primary health care (including EPSDT)?
- ▶ Did the health care professional determine that the child was up-to-date?
- ▶ Has the program assisted parents in making arrangements to bring their children up-to-date on a schedule of primary and preventive health care?

CHS1.1

## Health Services Coordinator—Interview

- ▶ Ask the Coordinator to explain the process used to keep children up-to-date throughout the program year.
- ▶ For all children who are not up-to-date on the recommended schedule of preventive and primary health care, how does the program assist parents in making arrangements to bring their children up-to-date?
- ▶ This program has not been open for 90 days (or 30 days for programs operating shorter durations).

Ask the Health Coordinator to describe the process the program uses to ensure all children have a determination (as to whether they are up-to-date on preventive and primary health care) within 90 days of entry into the program?

CHS1.1



## Targeted Questions

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### Child File

Summary of Results for Further Testing, Examination, and Treatment for Children with Observable, Known, or Suspected Health or Developmental Problems

- ▶ Does the child have a known, observable, or suspected health, dental, or developmental problem?
- ▶ Did the program arrange for further diagnostic testing, examination, and treatment by an appropriate licensed or certified professional?
- ▶ Did the child receive follow-up treatment as recommended by the licensed or certified professional?
- ▶ Did the program develop or is the program in the process of developing a follow-up plan for the child?

CHS1.2

## Targeted Questions

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### Health Services Coordinator—Interview

- ▶ Ask the Coordinator to describe how parents are notified when the program suspects children have health or developmental problems.
  - What methods are used to notify parents?
  - How does the program track the concerns and the notification of parents?
  - When are parents notified?

CHS1.3

## Targeted Questions

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### Health Services Coordinator—Interview

- ▶ Ask the health services coordinator to describe his or her process for obtaining parental consent before administering any health procedures or developmental screenings.

Ask the health service coordinator to show examples of documentation of parental consent.

CHS1.4



## Targeted Questions

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### Health Services Coordinator—Interview

- ▶ With the Coordinator, review the program's health tracking system.

Ask how often the system is updated and what staff are responsible for keeping it up to date. Does the system include all necessary information, including information on:

- Medical services
- Dental health services
- Mental Health services
- Nutrition services

For all of the above types of services, does the tracking system include:

- Dates of services
- Types of screenings, assessments, and referrals
- Results and outcomes

When reviewing the tracking system, confirm that the information in the system aligns with the information documented in the child files. Look at a sample of information for 10 children to ensure the data align. Clearly document any discrepancies in the data observed and ask program staff to clarify why the data may be different in the different sources.

CHS1.5

## Targeted Questions

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### Pregnant Women/New Mothers—Interview

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- ▶ Ask the pregnant women and new mothers how the program has helped them access care that includes:
  - Early and continuing risk assessments
  - Health promotion and treatment
  - Mental health interventions and follow-ups (when needed)

CHS1.6



## Targeted Questions

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### Health Services Coordinator—Interview

- ▶ Ask the Health Services Coordinator how the program ensures that newborns and their mothers are visited by Health staff within 2 weeks after birth.

With the Health Coordinator, review files of new mothers and:

- Look for documentation in the files indicating when visits occurred
- If the visits occurred, determine whether Health staff member made the visit to the newborn and mother
- Document any visits that occurred more than 2 weeks after delivery or did not occur at all
- If visits occurred later than 2 weeks after birth or did not occur at all, document the reason they were late or did not occur, including whether the mother refused or delayed the visit

CHS1.7



## Child Health & Safety Key Indicator #2—Screening and Referrals

The program supports children's healthy development by screening children and making referrals as needed.

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>2.1 The program, in collaboration with each child's parent, performs or obtains the required linguistically and age-appropriate screenings to identify concerns regarding children within 45 calendar days (30 days for programs operating shorter durations) of their entry into the program.</p> <p><i>Note: 1304.20(a)(2) applies only to grantees or delegates operating programs of shorter durations (less than 90 days) and should be cited in conjunction with 1304.20(b)(1) for such programs.</i></p>	<p>1304.20(b)(1) 1304.20(b)(2) 1304.20(b)(3) 1304.20(a)(2)</p>
<p>2.2 Children suspected of having a disability are promptly referred for further evaluation through a coordinated screening, assessment, and referral process in partnership with the Local Education Agency (LEA) and/or Part C agency.</p>	<p>1308.6(a)(1) 1308.6(a)(2) 1308.6(a)(3) 1308.6(e)(1) 1304.20(f)(2)(ii)</p>
<p>2.3 The program, in partnership with the LEA or Part C agency:</p> <ul style="list-style-type: none"> <li>• Works to inform and engage parents in all plans for screenings and referrals for evaluation</li> <li>• Ensures confidentiality of information</li> <li>• Encourages parent involvement in the IEP and IFSP process</li> </ul>	<p>1304.20(e)(4). 1308.6(c) 1308.19(j)</p>

### Targeted Questions

#### Child File

##### Summary of Results for Completion of Screenings

- ▶ Were all sensory screenings (vision and hearing) completed?
- ▶ Was the screening incomplete due to parent/guardian refusal?
- ▶ What was the latest date on which any of the sensory screenings (vision and hearing) were completed?
- ▶ Did the program make an attempt to complete the sensory screenings for the child within 45 days of the child's date of entry?
- ▶ Were all screenings for developmental concerns (including motor, language, cognitive, and perceptual skills) completed?



- ▶ Was the screening incomplete due to parent/guardian refusal?
- ▶ What was the latest date on which any of the screenings for developmental concerns were completed?
- ▶ Did the program make an attempt to complete the developmental screenings for the child within 45 days of the child's date of entry?
- ▶ Were all screenings for social, emotional, and behavioral concerns completed?
- ▶ Was the screening incomplete due to parent/guardian refusal?
- ▶ What was the latest date on which any of the screenings for social, emotional, or behavioral concerns were completed?
- ▶ Did the program make an attempt to complete the social, emotional, and behavioral screenings for the child within 45 days of the child's date of entry?
- ▶ List the screenings that were completed more than 45 days after the child's entry into the program (30 days for programs operating shorter durations). Indicate the date of each screening and how many days after the 45- (30-)day timeframe each screening was completed.

CHS2.1

#### Health Services Coordinator—Interview

- ▶ With the Health Coordinator, review the program's health-screening procedures.
  - Who does the program consult with regarding interpreting screening findings?
  - With regard to the screening process, what sources of information does the program incorporate? (The Reviewer should indicate whether there are multiple sources as required.)
  - How does the program ensure the screenings conducted are linguistically and age-appropriate and sensitive to each child's cultural background to the greatest extent possible?
- ▶ This program has not been open for 45 days (or 30 days for programs operating shorter durations).

Ask the Health Coordinator to describe:

- The process the program uses to ensure all enrolled children receive the required screenings within 45 days of entry
- The steps taken if the program determines that a child has not received all required screenings

CHS2.1



## Targeted Questions

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### Child File

- ▶ Does the child have a suspected or identified disability? (includes children with current IEPs or IFSPs as well as children with screening results that indicate a possible disability or need for an evaluation)?
- ▶ Did the disabilities coordinator make a prompt referral to the LEA or Part C Agency?

CHS2.2

### Disabilities Coordinator—Interview

- ▶ Ask the Disabilities Coordinator to describe his or her involvement in the following processes for all children:
  - The screening process
  - The ongoing developmental-assessment process
  - The referral process. What is the process for ensuring that referrals to the LEA or Part C agency are timely?
- ▶ If the Disabilities Coordinator made referrals to the LEA or Part C agency for specialized evaluation, ask him or her to explain how he or she ascertains the status of the referral.

CHS2.2

## Targeted Questions

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### Parent—Interview

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- ▶ Ask parents how the program informs them about:
  - The different types of screenings (should be provided prior to the child receiving the screening)
  - Results of screenings
  - The purpose of further evaluation (should be provided prior to the child receiving the evaluation)
  - Results of the evaluation

If their children were in need of IEPs or IFSPs, ask the parents how the program included them in the process of developing the IEPs or IFSPs.

CHS2.3



## Child Health & Safety Key Indicator #3—Safe Physical Environments

*The program ensures physical environments are safe for children, parents, and staff.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
3.1 Facilities used for center-based program options, home-based group socialization activities, or Family Child Care comply with State and local licensing requirements.	1306.30(c) 1306.35(d)
3.2 The program ensures that sufficient equipment, toys, materials, furniture, and facilities are provided and are age-appropriate, safe, and supportive of the abilities and developmental level of each child.	1304.53(a)(10)(xvii) 1304.53(b)(1)(iii)
3.3 The program has adequate usable indoor and outdoor space.	1304.53(a)(5) 1306.35(a)(3)
3.4 The program ensures the safety and security of children by keeping facilities, materials, and equipment well maintained, clean, and in good repair.	1304.53(a)(7) 1304.53(a)(8) 1304.53(a)(10) 1304.53(a)(10)(i) 1304.53(a)(10)(iv) 1304.53(a)(10)(v) 1304.53(a)(10)(vi) 1304.53(a)(10)(vii) 1304.53(a)(10)(viii) 1304.53(a)(10)(x) 1304.53(a)(10)(xi) 1304.53(a)(10)(xii) 1304.53(a)(10)(xiv) 1304.53(a)(10)(xvi) 1304.53(b)(3) 1306.35(b)(2)(i) 1306.35(b)(2)(ii) 1306.35(b)(2)(iii) 1306.35(b)(2)(iv) 1306.35(b)(2)(v) 1306.35(b)(2)(vi) 1306.35(b)(2)(vii) 1306.35(b)(2)(viii) 1306.35(b)(2)(ix)



## Targeted Questions

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### Safety Observation--Center

- ▶ Does the program have a current license for this center?

CHS3.1

## Targeted Questions

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### Safety Observation—Center-Based Classroom and FCC

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- ▶ Are toys, materials, and furniture age-appropriate, safe, and supportive of the abilities and developmental level of each child served, with adaptations, if necessary, for children with disabilities?
- ▶ Does the program provide sufficient equipment, toys, materials, and furniture (including diapers and wipes) to meet the needs and facilitate the participation of children and adults?
- ▶ Were provisions made to ensure the safety, comfort, and participation of children with disabilities?

CHS3.2

## Targeted Questions

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### Safety Observation—Center-Based Classroom and FCC

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- ▶ Summary of Results for Adequate Usable Indoor and Outdoor Space:
- ▶ Does the classroom provide at least 35 square feet of usable indoor space per child (excluding bathrooms, halls, kitchens, staff rooms, and storage space)?
- ▶ Does the Family Child Care home have sufficient indoor and outdoor space that is usable by and available to children?

CHS3.3

## Targeted Questions

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### Environmental Scan

- ▶ Please use this space to document notes based on your first impressions of the setting you are observing.



## Safety Observation—Center-Based Classroom and FCC

### Safety Observation—FCC

- ▶ Are functioning smoke and carbon monoxide detectors installed and properly located?
- ▶ If the Family Child Care home has a basement, and local health officials recommend radon detectors, are radon detectors installed?
- ▶ Is there a system of supervision in place that ensures the safety of children not within view for any period?
- ▶ Does the provider ensure the safety of children when a body of water, road, or other potential hazard is present, or when children are being transported?
- ▶ Is there a fence to prevent children's unsupervised access to water hazards, such as swimming pools or other bodies of water?
- ▶ Did the provider secure health certificates for pets to document they have up-to-date immunizations and are free from conditions that may pose a threat to children's health?
- ▶ Did the provider ensure that pets are managed appropriately to ensure children's safety at all times?
- ▶ Does the provider ensure that alcohol and drugs are not accessible to children at all times?
- ▶ Are children safe from the potential hazards posed by appliances (stove, refrigerator, microwave, etc.), such as appliances with frayed wires, hot stoves, and refrigerator coils?
- ▶ Are the premises free from pests?
- ▶ If needed, are chemicals for controlling pests used while children are not on premises?
- ▶ Are firearms or other weapons inaccessible or kept in areas not occupied by children?
- ▶ Does the provider ensure that alcohol and drugs are not consumed while children are present?

### Safety Observation—Center-Based Classroom

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- ▶ Are the facilities, materials, and equipment well maintained and in good repair?
- ▶ Is the classroom clean?
- ▶ Are there undesirable and hazardous materials and conditions?
- ▶ Is the air quality good?
- ▶ Is the classroom free of pollutants, including mold, lead, and pesticides?
- ▶ Is lighting sufficient and adequate for classroom activities?
- ▶ Are electrical outlets accessible to children designed to prevent shock through the use of covers, installation of child-protection outlets, or use of safety plugs?
- ▶ Are windows and glass doors constructed, secured, and adjusted to prevent children's injury and escape?
- ▶ Are toilets and hand washing facilities clean, adequate in number, in good repair, and easily reached by children?



- ▶ Are toileting and diapering areas separated from areas used for cooking, eating, and children's activities?
- ▶ Does the program ensure that sleeping arrangements for infants (e.g., cribs, playpens, bassinets) are free of soft bedding materials (e.g., soft mattress, pillows, stuffed animals, fluffy blankets, comforters)?
- ▶ Is there a safe and effective heating and cooling system that is insulated to protect children and staff from potential injuries?
- ▶ Are exits clearly visible and evacuation routes clearly marked and posted so that the path to safety outside is unmistakable?

CHS3.4

### Safety Observation--Center

- ▶ Does the design of the playground and selection and layout of playground equipment and/or surfaces minimize the possibility of injury to children?
- ▶ Is the center free of air pollutants, including mold, smoke, lead, pesticides, and herbicides, as well as soil and water pollutants?
- ▶ Does the program maintain a smoke-free environment on center grounds?
- ▶ Are outdoor premises cleaned daily and kept free of undesirable and hazardous materials and conditions?
- ▶ Is a fire extinguisher available that is easily accessible, and is there a service date on the fire extinguisher showing that it has been updated at least annually?
- ▶ Are an appropriate number of smoke detectors installed, and is there documentation showing the smoke detectors are tested regularly?
- ▶ Is adequate emergency lighting available in case of a power failure?
- ▶ If there is spraying of pesticides or herbicides, does the program ensure that no children are present during the spraying, and children do not return to the affected area until it is safe?
- ▶ Is all sewage and liquid waste disposed of properly?
- ▶ Are garbage and trash stored in a safe and sanitary manner?

CHS3.4



## Child Health & Safety Key Indicator #4—Healthy Practices and Routines

*The program establishes and maintains healthy practices and routines.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
4.1 Staff, volunteers, and children wash their hands with soap and running water.	1304.22(e)(1)(i) 1304.22(e)(1)(ii) 1304.22(e)(1)(iii) 1304.22(e)(1)(iv)
4.2 Spilled bodily fluids are cleaned up and disinfected immediately according to professionally established guidelines.	1304.22(e)(3) 1304.22(e)(4)
4.3 The program adopts sanitation and hygiene practices for diapering that adequately protect children’s and staff’s health and safety.	1304.22(e)(5)
4.4 The program: <ul style="list-style-type: none"> <li>• Obtains information from parents about their children’s health and safety needs</li> <li>• Identifies and plans for accommodations</li> <li>• Ensures that appropriate staff are informed and trained in accordance with the program’s confidentiality policy</li> </ul>	1304.22(b)(3)
4.5 The program’s Nutrition program is designed and implemented to meet the individual nutritional needs and feeding requirements of each child (including children with special dietary, medical, or disability needs).	1304.23(b)(1) 1304.23(b)(1)(vii)
4.6 The program ensures that facilities are available for proper refrigerated storage and handling of breast milk and formula. <i>Note: Applies only to programs serving infants and toddlers</i>	1304.23(e)(2)
4.7 Effective dental hygiene is promoted among children.	1304.23(b)(3)
4.8 The program ensures that medication is properly administered, stored, and labeled and is not accessible to children.	1304.22(c)(1) 1304.22(c)(2)
4.9 All infant and toddler toys are sanitized regularly. <i>Note: Applies only to programs serving infants and toddlers</i>	1304.53(b)(2)



## Targeted Questions

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### Safety Observation—Center-Based Classroom and FCC

- ▶ If you observed any situation in which hand washing was necessary (e.g., after diapering or toilet use, before food preparation, whenever hands were contaminated with blood or other bodily fluids, and after handling pets or other animals), did volunteers, staff, and children wash their hands with soap and running water?

CHS4.1

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## Targeted Questions

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### Safety Observation—Center-Based Classroom and FCC

- ▶ If you observed staff coming into contact with spills of bodily fluids (e.g., urine, feces, blood, saliva, nasal discharge, eye discharge, or any other fluid discharge), were nonporous (e.g., latex) gloves worn by staff? Also, was the spill cleaned up immediately and all exposed areas cleaned and sanitized?

CHS4.2

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## Targeted Questions

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### Safety Observation—Center-Based Classroom and FCC

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- ▶ If you observed diapering during your observation, did staff practice proper sanitation and hygiene procedures for diapering?

CHS4.3

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## Targeted Questions

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### Parent—Interview

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- ▶ Ask parents whether the program has asked them to provide information about their children's health and safety needs. If so, ask them to describe their experience sharing this information with the program. What type of information did they share?

CHS4.4

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## Health Services Coordinator—Interview

- ▶ Ask the Health Coordinator how the program accommodates each child's individual health and safety needs.
  - Ask for examples of how the program shared information about individual health and safety needs with staff and parents.
  - Ask the Coordinator to provide examples of some of the accommodations that were needed.
  - Ask the Coordinator how staff are informed and trained regarding needed accommodations.

CHS4.4

## Targeted Questions

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### Nutrition Coordinator—Interview

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- ▶ Determine how the program:
  - Considers cultural and ethnic preferences when creating menus
  - Serves a variety of foods that broadens the children's food experience
  - Meets the nutritional needs and feeding requirements of all children (including current USDA recommendations)
  - Addresses special dietary needs
  - Accommodates the feeding and nutritional needs of children with disabilities
  - Adjusts meal and snack times to meet the individual needs of all children
  - Feeds infants "on demand"

CHS4.5

## Targeted Questions

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### Safety Observation—Center-Based Classroom and FCC

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- ▶ Are facilities available for the proper storage and handling of breast milk and formula?

CHS4.6



## Targeted Questions

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### Safety Observation—Center-Based Classroom and FCC

- ▶ Do children brush their teeth at least once per day in conjunction with meals?
- ▶ Do staff wipe the gums of infants after feeding?

CHS4.7.

## Targeted Questions

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### Safety Observation—Center-Based Classroom and FCC

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- ▶ Are medications labeled and stored under lock and key and refrigerated if necessary?
- ▶ Are medications administered properly?

CHS4.8

## Targeted Questions

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### Safety Observation—Center-Based Classroom and FCC

- ▶ Are infant/toddler toys clean and sanitized?

CHS4.9



## Child Health & Safety Key Indicator #5—Appropriate Group Sizes and Supervision

The program ensures children's safety through effective supervision and optimal learning environments by providing appropriate group sizes.

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>5.1 The program ensures it maintains appropriate class and group sizes based on the predominant age of the children.</p> <p><i>Note: If State, local, or Tribal regulations specify staff-to-child ratios and group sizes more stringent than the Head Start requirement, the State, local, or Tribal regulations must apply.</i></p> <p><i>Note: Applies to center-based programs serving preschool-age children Note: Applies to the Family Child Care program option</i></p>	<p>1306.20(g)(1) 1306.20(g)(2) 1306.32(a)(2) 1306.32(a)(3) 1306.32(a)(4) 1306.32(a)(5) 1306.32(a)(6)</p>
<p>5.2 The program ensures that no more than eight children are placed in an infant and toddler space, and no more than four children are assigned to each teacher.</p> <p><i>Note: If State, local, or Tribal regulations specify staff-to-child ratios and group sizes more stringent than the Head Start requirement, the State, local, or Tribal regulations must apply.</i></p> <p><i>Note: Applies only to center-based programs serving infants and toddlers</i></p>	<p>1304.52(g)(4)</p>
<p>5.3 The program arranges outdoor play areas at center-based programs to prevent children from getting into unsafe and/or unsupervised areas. The program also ensures that children en route to play areas are not exposed to vehicular traffic without supervision.</p> <p><i>Note: Applies only to programs with a center-based program option</i></p>	<p>1304.53(a)(9)</p>
<p>5.4 The program ensures children are released only to a parent, legal guardian, or other individuals as designated in writing by the parent or legal guardian.</p>	<p>1310.10(g)</p>
<p>5.5 No children are left alone or unsupervised while under the care of the program.</p>	<p>1304.52(i)(1)(iii)</p>



## Targeted Questions

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### Safety Observation—Center-Based Classroom and FCC

#### Summary of Results for Appropriate Class and Group Size:

- ▶ What is the predominant age of children in the class at the time of the review?
- ▶ How many children are enrolled in the classroom?
- ▶ How many children are present in the classroom?
- ▶ What age group does the FCC Provider serve?
- ▶ How many children are present in the group?
- ▶ Is there an assistant present?
- ▶ How many children under 2 years of age are present?
- ▶ How many children under 18 months of age are present?

CHS5.1

## Targeted Questions

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### Safety Observation—Center-based Classroom

#### Summary of Results for Staff to Child Ratios and Group Size

- ▶ How many infants/toddlers are present in the group?
- ▶ How many teachers are present in the group?

CHS5.2

## Targeted Questions

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### Safety Observation—Center

- ▶ Are outdoor play areas arranged to prevent children from leaving the premises and getting into unsafe and unsupervised areas?
- ▶ Did you observe any instances in which children left an outdoor play area and were able to access unsafe or unsupervised areas or in which children en route to play areas at one or more centers were exposed to vehicular traffic without supervision?

CHS5.3



## Targeted Questions

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### Teacher—Interview

- ▶ Ask staff to describe the process in place to ensure that children are released only to parents or legal guardians, and if children are released to another individual, the parent or guardian has provided permission in writing. Ask them how they ensure the contact information and roster they have are current.

CHS5.4

### Bus Driver- Interview

- ▶ Ask the bus driver(s) to describe the process in place to ensure that children are released only to parents or legal guardians, and if children are released to another individual, the parent or guardian has provided permission in writing. Ask them how they ensure the contact information and roster they have are current.

CHS5.4

### Transportation Coordinator —Interview

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- ▶ With the Transportation Coordinator, review the program's procedures regarding the release of children and emergency contact with parents and guardians.
  - Where is this information kept?
  - What process is in place to keep this information and the roster up-to-date?

CHS5.4

## Targeted Questions

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### Transportation Coordinator, FCC Provider, Teacher or Assistant, Bus Driver —Interview

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- ▶ Ask staff to describe the process in place to ensure children are not left behind in a classroom or on a vehicle. Has a child ever been left behind? If yes, document the details and follow-up actions that were taken.

CHS5.5



## Child Health & Safety Key Indicator #6—Safe Transportation

*The program ensures children's safety through effective and safe transportation.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>6.1 The program's vehicles are properly equipped.</p> <p><i>Note: Applies only to programs providing Transportation services</i></p>	<p>1310.10(d)(1) 1310.10(d)(2) 1310.10(d)(3) 1310.10(d)(4) 1310.12(a)</p>
<p>6.2 At least one bus monitor is aboard the vehicle at all times.</p> <p><i>Note: An approval letter from ACF is required for an exception to this regulation. Note: Applies only to programs providing Transportation services</i></p>	<p>1310.15(c)</p>
<p>6.3 Each bus monitor, before duty, has been trained on:</p> <ul style="list-style-type: none"> <li>• Child boarding-and-exiting procedures</li> <li>• Use of child restraint systems</li> <li>• Required paperwork</li> <li>• Emergency response and evacuation procedures</li> <li>• Use of special equipment</li> <li>• Child pick-up and release procedures</li> <li>• Pre- and post-trip vehicle checks</li> </ul> <p><i>Note: This requirement does not apply to programs with a waiver of this requirement approved by the Administration for Children and Families (ACF). An approval letter from ACF is required for exception to this regulation. Note: Applies only to programs providing Transportation services</i></p>	<p>1310.17(f)(2)</p>
<p>6.4 The program ensures that persons employed to drive vehicles receive the required behind-the-wheel and classroom training before transporting children.</p> <p><i>Note: This compliance measure applies to both directly employed and contracted bus drivers Note: Applies only to programs providing Transportation services</i></p>	<p>1310.17(b)(1) 1310.17(b)(2) 1310.17(b)(3) 1310.17(b)(4) 1310.17(b)(5) 1310.17(b)(6) 1310.17(b)(7)</p>
<p>6.5 The program provides reasonable assistance to families to arrange transportation to and from its activities. The specific types of transportation assistance offered are made clear to all prospective families in the program's recruitment announcements.</p>	<p>1310.10(b)</p>



## Targeted Questions

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### Bus Inspection

#### Summary of Results for Bus Equipment:

- ▶ Is the bus equipped with a two-way communication system?
- ▶ Is the bus equipped with safety equipment for use in an emergency, including a charged fire extinguisher that is properly mounted near the driver's seat with a sign indicating its location?
- ▶ Is the bus equipped with a first aid kit and a sign indicating its location?
- ▶ Is the bus equipped with a seat belt cutter for use in an emergency evacuation and a sign indicating its location?
- ▶ Is the bus equipped for use of height- and weight-appropriate child restraint systems?
- ▶ Is the bus equipped with a reverse beeper?

CHS6.1

## Targeted Questions

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### Transportation Services Coordinator—Interview

- ▶ Ask the Coordinator to describe the process for assigning bus monitors.
  - How many bus monitors are assigned to each route? What information is considered when making assignments?
  - How do bus monitors support the safe transportation of children with special needs? Are there times when more than one bus monitor is required? If yes, describe under what circumstances this might occur.

CHS6.2

## Targeted Questions

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### Transportation Services Coordinator—Interview

- ▶ Review the program's documentation of training for bus monitors—including topics and date(s) training was received—with the Transportation Coordinator. Training topics should include:
  - Child boarding-and-exiting procedures
  - Use of child restraint systems (Note: lap belts are not appropriate.)
  - Required paperwork



- Emergency and evacuation procedures
- Use of special equipment
- Child pick-up and release procedures

Confirm that bus monitors are not scheduled for duty until required training is completed. If this is not the case, ask the Transportation Coordinator to describe why this occurred and document the date(s) of the training and the date(s) bus monitors were scheduled.

CHS6.3

## Targeted Questions

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### Transportation Services Coordinator—Interview

- ▶ Ask the Transportation Coordinator to describe the training plan for staff employed to drive vehicles. Does the training include a combination of classroom and behind-the-wheel instruction sufficient to enable each driver to do all of the following?
  - Operate the vehicle in a safe and efficient manner
  - Safely run a fixed route, including loading and unloading children, stopping at railroad crossings, and performing other specialized driving maneuvers
  - Administer basic first aid in case of injury
  - Handle emergency situations, including vehicle-evacuation procedures
  - Operate any special equipment, such as wheelchair lifts, assistive devices, and special occupant restraints
  - Conduct routine maintenance and safety checks of the vehicle
  - Maintain accurate records as necessary

Ask the Transportation Coordinator when staff are scheduled to transport children relative to their training date(s).

CHS6.4

## Targeted Questions

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### Parent—Interview

- ▶ Ask parents if they have trouble getting to the program. If they have had challenges, ask whether and how the program worked with them to overcome any transportation-related challenges to their children's attendance at program activities.

CHS6.5



## FCE Coordinator—Interview

- ▶ With the Coordinator, review the program’s recruitment materials that describe the types of transportation assistance available to families. If necessary, are these materials translated into the preferred languages of prospective families to enable them to clearly understand the information?

CHS6.5



## Family & Community Engagement Introduction

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**Family and Community Engagement (FCE)** analyzes a Head Start program's family and community partnerships by examining the ways families are engaged in goal-setting, accessing services that meet their needs, and leadership opportunities that advance the overall design and implementation of the program. Head Start programs are responsible for facilitating and seeking the engagement of parents of participating children in activities designed to help parents become full partners in the education of their children, especially through family literacy services and parenting skills training that support the parent-child relationship. Programs are also responsible for engaging the community through local volunteerism and other activities that support the sustainability and reach of the Head Start program. By monitoring FCE, the Office of Head Start (the OHS) is better able to ensure that programs achieve the goals of engaging families and communities to support families and boost children's school readiness.

### Key Indicators of Program Performance

#### *Partnerships with Families*

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The program builds ongoing, respectful, and goal-oriented partnerships with families.

#### *Parent-Child Relationships*

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The program promotes positive parent-child relationships through parent education.

#### *Parents as Their Child's Educators*

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The program supports parents as their children's life-long educators.

#### *Parents in Transitions*

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The program engages families in the transition process.

#### *Community Partnerships*

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The program establishes community partnerships that support services to children and families.



## Family & Community Engagement

### Family & Community Engagement Key Indicator #1— Partnerships with Families

*The program builds ongoing, respectful, and goal-oriented partnerships with families.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>1.1 Program staff engage in a process of collaborative partnership-building with all parents to:</p> <ul style="list-style-type: none"> <li>• Demonstrate respect for each family’s cultural, ethnic, and linguistic diversity</li> <li>• Establish mutual trust</li> <li>• Identify family goals</li> <li>• Identify strengths</li> <li>• Identify necessary services and other supports</li> </ul> <p>The process begins as early after enrollment as possible and must take into consideration each family’s readiness and willingness to participate.</p>	<p>1304.40(a)(1) 1304.40(a)(5)</p>
<p>1.2 The program works with families to provide referrals, resources, and services that are responsive to families’ needs and conducts follow-ups to determine the effectiveness of services received.</p>	<p>1304.40(b)(1) 1304.40(b)(2)</p>

### Targeted Questions

FCE Coordinator And FCE Staff—Interview

- ▶ Ask the FCE Coordinator and staff how they perform each of the following:
  - Demonstrate respect for each family’s cultural, ethnic, and linguistic diversity
  - Seek to establish mutual trust with parents
  - Help parents identify family goals, strengths, and necessary services and other supports
  - Begin the family partnership process as early after enrollment as possible

Document information regarding whether the partnership process takes place throughout the year and how the program tracks/documents staff attempts to engage families and family participation.

FCE1.1



## Parent—Interview

- ▶ Ask parents to describe how the program provides them with opportunities to:
  - Share their culture, values, beliefs, and traditions with the program
  - Identify their strengths and needs
  - Create and implement individualized goals for their family
  - Identify services and supports needed to meet their goals

Ask parents how often staff talk with them about strengths, needs, and goals. Determine whether the program made a one-time effort to help the family set goals or whether the efforts have been ongoing.

FCE1.1

## Targeted Questions

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### FCE Coordinator And FCE Staff—Interview

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- ▶ Ask the FCE Coordinator and staff to describe how the program assists parents—either directly or through referrals—in obtaining resources and services that are responsive to their families' identified needs, goals, or interests.

Describe how the program determines whether referrals and/or resources met families' needs and what is done if the referrals and/or resources were ineffective.

- ▶ With the FCE Coordinator, review the documents used to track family services. Determine whether there is evidence of the program:
  - Working collaboratively with parents to identify and continually access services and resources
  - Following up with families to determine whether the kind, quality, and timeliness of services received through referrals met their expectations and circumstances

FCE1.2

## Parent—Interview

- ▶ Ask parents how the program has assisted them—either directly or through referrals—in obtaining resources and services to meet their needs, goals, and interests.
- ▶ Ask parents to consider the services they described above. Ask whether they were satisfied and whether they felt the services met their needs and addressed their goals or interests.



## Family & Community Engagement Key Indicator #2—Parent-Child Relationships

*The program promotes positive parent-child relationships through parent education.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
2.1 The program provides educational opportunities for parents to enhance their parenting skills that include: <ul style="list-style-type: none"> <li>• Understanding the educational and developmental needs of their children</li> <li>• Sharing concerns and observations about their children with program staff</li> </ul>	1304.40(e)(2) 1304.40(e)(3)
2.2 Program staff: <ul style="list-style-type: none"> <li>• Educate parents about how to strengthen and nurture supportive environments and relationships in the home and at the program</li> <li>• Identify appropriate responses to children's behaviors</li> <li>• Encourage parents to share concerns and observations about their children's mental health</li> <li>• Share observations with parents regarding their children's behavior and development</li> </ul>	1304.24(a)(1)(i) 1304.24(a)(1)(ii) 1304.24(a)(1)(iii) 1304.24(a)(1)(iv)
2.3 The program makes provisions for mental health program services for parents and staff that include: <ul style="list-style-type: none"> <li>• Staff and parent education on mental health issues</li> <li>• On-site mental health consultation with mental health professionals</li> <li>• Activities promoting children's mental wellness.</li> </ul>	1304.24(a)(3)(ii)

### Targeted Questions

#### Parent—Interview

► Ask parents to discuss the following:

- What types of information have they received about their children's developmental strengths or areas for growth
- How they partner with staff in developing goals for their children
- How the program shares information about their children's progress
- Whether they provided opportunities to share concerns about their children's development
- The information the program shared about how they, as parents, can help promote their children's success as they get ready to enter school

FCE2.1



## Teacher, FCC Provider, Home Visitor—Interview

- ▶ Ask the staff to describe how the program provides opportunities for developing parenting skills and knowledge in the following areas:
  - Expectant parenting and pre-natal health (as applicable)
  - Strategies to support their children’s development, including development of individual children’s goals and strategies for preparing their children for school
  - Ensuring the health and safety of their children
  - Providing input and sharing concerns regarding their children

FCE2.1

## Targeted Questions

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### ECD Coordinator—Interview

- ▶ Ask the ECD Coordinator about the types of training and materials that are shared with parents. Collect information about how the mental health professional and/or staff:
  - Educate parents about how to strengthen and nurture supportive environments and relationships in the home and at the program
  - Identify appropriate responses to children’s behaviors
  - Encourage parents to share concerns and observations about their children’s mental health
  - Share observations with parents regarding their children’s behavior and development

FCE2.2

### Teacher, FCC Provider, Home Visitor—Interview

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- ▶ Ask how ECD Staff:
  - Share information, observations, and concerns about children’s behavior and mental health with parents
  - Seek parents’ input to clarify their understanding
  - Provide parents with opportunities to share their own observations and concerns

FCE2.2



## Targeted Questions

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### FCE Coordinator and FCE Staff- Interview

- ▶ Ask the FCE Coordinator and staff to describe how they share information and educational resources regarding children's mental health and wellness and whether they have access to the Mental Health Consultant.

Educational resources on mental health and wellness should be provided to groups and individuals as needed. Focus on the type and quality of services and information provided to individuals or groups of parents.

FCE2.3

### ECD Coordinator—Interview

- ▶ Ask what types of educational resources related to mental health issues are provided by the program to staff and parents. Ask how the mental health professional is involved and whether consultation is provided on site.

FCE2.3



## Family & Community Engagement Key Indicator #3—Parents as Their Child’s Educators

*The program supports parents as their children’s life-long educators.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>3.1 The program encourages parents to be full partners in the education of their children; parents are invited to no fewer than two parent-teacher conferences and home visits per year.</p> <p><i>Note: Applies only to programs with a center-based program option</i></p>	<p>1304.40(i)(2) 1304.40(e)(5)</p>
<p>3.2 The program increases families’ access to materials, services, and activities critical to family literacy development, including:</p> <ul style="list-style-type: none"> <li>• Interactive literacy activities for parents and their children</li> <li>• Training for parents on how to be their children’s primary teachers</li> <li>• Education and resources that lead to economic self-sufficiency and financial literacy.</li> </ul>	<p>1304.40(e)(4)(i)</p>
<p>3.3 The program builds parents’ understanding of their rights under IDEA and builds their confidence in identifying, accessing, and advocating for resources needed to address their children’s special needs.</p> <p><i>Note: Applies only to programs serving preschool-age children</i></p>	<p>1308.21(a)(6) 1308.21(a)(10)</p>

### Targeted Questions

#### ECD Coordinator—Interview

- ▶ Ask the Coordinator to describe how home visits and parent-teacher conferences are conducted. Ask how the program ensures that all parents receive the required home visits and parent-teacher conferences.

FCE3.1

#### Parent—Interview

- ▶ Ask parents about parent-teacher conferences and teacher home visits, focusing on the scheduling of services and the information shared with the families.

FCE3.1



## Targeted Questions

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### Parent—Interview

- ▶ Ask parents for examples of the different types of family literacy activities that are provided by the program. Ask them how the program helps them access literacy materials, services, and activities that engage the entire family. Listen for examples of the following:
  - Interactive literacy activities for parents and their children
  - Training for parents on how to be their children’s primary teachers
  - Education and resources that lead to economic self-sufficiency and financial literacy
  
- ▶ Ask parents for examples of the types of activities or strategies that the program uses to help support families’ financial stability and financial literacy. Ask whether the program provides relevant information and training, including activities that support knowledge about budgeting, financial resources, tax assistance, and access to benefit programs such as:
  - Tax credits, such as the EITC
  - Debt reduction
  - Benefits programs, such as TANF and SSI
  - Financial education classes
  - Individual development accounts (IDAs) supported by local programs that match families’ savings
  - Help in setting up bank accounts for themselves and their children

FCE3.2

### FCE Coordinator And FCE Staff—Interview

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- ▶ Ask the FCE Coordinator and staff what opportunities the program has provided—either directly or through referrals—to both children and their families to increase their access to materials, services, and activities essential to supporting literacy development. Listen and probe to determine whether the program used any of the following approaches:
  - Interactive literacy activities for parents and their children
  - Training for parents on how to be their children’s primary teachers
  - Education and resources that lead to economic self-sufficiency and financial literacy

FCE3.2



## Targeted Questions

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### Disabilities Services Coordinator—Interview

- ▶ Ask the Coordinator to describe how the program:
  - Informs parents of their rights under IDEA
  - Engages parents in activities or communication aimed at building their self-confidence, skills, and knowledge in identifying, accessing, and advocating for resources
  - Informs parents regarding advocacy strategies aimed at ensuring that the special needs of their children are met

FCE3.3

### Parent—Interview

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- ▶ Ask parents of children with identified disabilities:
  - Do you understand your rights under IDEA?
  - How confident are you in your ability to identify, access, and advocate for resources for your child?

FCE3.3



## Family & Community Engagement Key Indicator #4—Parents in Transitions

*The program engages families in the transition process.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>4.1 The program supports successful transitions for enrolled children and families, both into and out of Early Head Start and Head Start programs, by:</p> <ul style="list-style-type: none"> <li>• Ensuring each child's relevant records are transferred to the child's next school or placement</li> <li>• Building relationships with principals, teachers, social workers, and health staff to facilitate continuity of programming</li> <li>• Discussing the developmental progress of individual students with parents and future teachers</li> <li>• Initiating joint transition-related training for staff</li> </ul>	<p>1304.40(h)(1) 1304.40(h)(3) 1304.41(c)(1)</p>
<p>4.2 The program initiates transition planning for each Early Head Start-enrolled child at least 6 months prior to the child's third birthday to ensure the most appropriate placement.</p>	<p>1304.41(c)(2)</p>
<p><i>Note: Applies only to programs serving infants and toddlers</i></p>	

### Targeted Questions

#### Parent—Interview

► Ask parents:

- How has the program helped you plan for entering Head Start or Early Head Start or leaving to go to Head Start or another school?
- How did the program encourage you to get involved with your child's education and development?
- How did the program help you coordinate transferring to a new placement?
- Did you have an opportunity to speak with new teachers, principals, or other staff?

FCE4.1

#### FCE Coordinator And FCE Staff—Interview

► Ask FCE Coordinator and staff to answer the following:

- What procedures are used to support successful transitions? What agreements does the program have with community partners to assist in transitions (the Coordinator, LEAs and individual schools)?



- What types of education and training are provided to parents to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting?
- How are parents assisted in communicating with teachers and other school personnel (or staff in new early care and education programs, such as childcare centers) so the parents can participate in decisions related to their children's education?

FCE4.1

## Targeted Questions

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Teacher, Home Visitor, FCC Provider—Interview

- ▶ Ask how the following procedures are taken into account during transition planning for children enrolled in EHS:
  - Begin at least 6 months prior to each child's third birthday
  - Assess each child's health status and developmental level
  - Determine the progress made by the child and family while in EHS
  - Determine the availability of Head Start and other child development or childcare services in the community
  - Provide evidence that the program made a determination as to whether a child should remain in EHS for additional months until he or she can transition into Head Start or another program

FCE4.2.



## Family & Community Engagement Key Indicator #5— Community Partnerships

*The program establishes community partnerships that support services to children and families.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
5.1 The program has established and maintains a Health Services Advisory Committee (HSAC).	1304.41(b)
5.2 The program promotes access to community services by establishing ongoing collaborative relationships with the following types of community organizations that are responsive to community needs: <ul style="list-style-type: none"> <li>• Health care providers</li> <li>• Mental Health providers</li> <li>• Nutritional services providers</li> <li>• Individuals and agencies that provide services to children with disabilities and their families</li> <li>• Family preservation and support services</li> <li>• Child Protective Services and any other agency to which abuse must be reported</li> <li>• Local elementary schools and other educational/cultural institutions (libraries, museums)</li> <li>• Providers of childcare services</li> <li>• Other organizations or businesses that may provide support and resources to families</li> </ul>	1304.41(a)(2)
5.3 The program coordinates with and has current Interagency Agreements in place with Local Education Agencies (LEAs) and other agencies (Part C) within the service area.	1304.41(a)(4) 1308.4(l)(3) 1308.4(l)(4) 1308.4(l)(5) 1308.4(l)(7)

### Targeted Questions

#### Health Services Coordinator—Interview

- ▶ Ask the Coordinator to describe the members of the HSAC and how individual members or the full committee provides support for program services. Determine whether the HSAC membership includes:
  - Head Start parents
  - Professionals
  - Other volunteers from the community

FCE5.1



## Targeted Questions

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### FCE Coordinator And FCE Staff—Interview

- ▶ Ask the FCE Coordinator about the community partners he or she works with. Has the program developed partnerships with the following:
  - Health care providers
  - Mental Health providers
  - Nutritional services providers
  - Individuals and agencies that provide services to children with disabilities and their families
  - Family preservation and support services
  - Child Protective Services and any other agency to which abuse must be reported
  - Local elementary schools and other educational/cultural institutions (libraries, museums)
  - Providers of childcare services
  - Other organizations or businesses that may provide support and resources to families
  
- ▶ Ask the FCE Coordinator to describe each of the following:
  - How these organizations are responsive to community needs
  - How these relationships promote access to services by children and families served by the program
- ▶ What the program does to develop and sustain relationships with organizational partners.

FCE5.2

## Targeted Questions

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### Disabilities Services Coordinator- Interview

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- ▶ Review the program's Interagency Agreements with all the LEAs and other agencies (including Part C agencies for programs serving infants and toddlers) within the grantee's service areas and determine whether each of the following subjects is addressed:
  - Referrals for evaluations, IEP/IFSP meetings, and placement decisions
  - Transitions
  - File- and resource sharing (school readiness goals and assessment information)
  - The current program year, with appropriate signatures and dates



- ▶ Ask the Coordinator for the number of Interagency Agreements needed to ensure services are provided for all children with disabilities throughout the service area.

When multiple districts exist, ask the Coordinator to describe the process for ensuring effective Interagency Agreements are developed and maintained.

If the program does not have formal agreements with some LEAs or Part C agencies, ask the Coordinator the following:

- Why agreements have not been made, with a description of efforts to date
- Whether the Regional Office has been formally notified, and the recommended next steps

FCE5.3



# Child Development and Education Introduction

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**Child Development and Education (CDE)** captures information on a program’s practices and systems to promote school readiness for all children enrolled in the program. Head Start programs are responsible for engaging in a process of creating school readiness goals that support all children’s development in the five essential domains described in the Head Start Child Development and Early Learning Framework, and as appropriate, align school readiness goals with expectations of State Early Learning guidelines and local school districts.

Processes should be in place to collect, analyze, and aggregate school readiness data to track individual child progress, in addition to the progress of the program’s overall school readiness goals. The curriculum implemented by the program should support the development of all children in each of the five essential domains and include strategies for individualizing for each child. By Monitoring Child Development and Education, the OHS is better able to ensure that Head Start programs are providing services necessary to promote the school readiness of all children.

## Key Indicators of Program Performance

### *School Readiness*

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The program has developed a system for establishing, tracking, using, and reporting school readiness goals.

### *Curriculum Selection and Implementation*

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The program selects and implements a curriculum that supports the five essential domains of school readiness.

### *Individualizing*

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The program individualizes early childhood development services for children.

### *Quality Teaching and Learning*

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The program promotes quality teaching and learning for all program options.



## Child Development and Education

### Child Development & Education Key Indicator #1- School Readiness

The program has developed a system for establishing, tracking, and reporting school readiness goals.

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>1.1 The program has engaged in a process to align its school readiness goals with the Head Start Child Development and Early Learning Framework, State Early Learning guidelines, and the requirements and expectations of the schools the children will attend to the extent that they apply to children participating in the Early Head Start or Head Start program and has consulted with the parents of children participating in the program.</p>	<p>1307.3(b)(1)(i) 1307.3(b)(1)(ii) 1307.3(b)(1)(iii)</p>
<p>1.2 The program has a system and processes in place to do the following in order to track, use, and report progress on school readiness goals:</p> <p>Aggregate and Analyze the following:</p> <ul style="list-style-type: none"> <li>• Individual, ongoing child-level assessment data for all children birth to age 5</li> <li>• Child-level data at least three times a year using data from one or more valid and reliable assessment tools</li> <li>• For programs serving dual-language learners (DLLs):</li> <li>• Status and progress in acquiring the knowledge and skills described in the Head Start Child Development and Early Learning Framework (demonstrated in any language, including the child's home language) and toward learning English.</li> </ul> <p>In order to use school readiness data:</p> <ul style="list-style-type: none"> <li>• Combine input from parents and families with assessment data to determine each child's status and progress in the five essential domains</li> <li>• Individualize experiences, instructional strategies, and services to best support each child</li> <li>• In combination with other program data, determine progress towards meeting program goals</li> <li>• Assess the fidelity of implementation of the curriculum</li> <li>• Direct continuous improvement related to the effectiveness of curriculum, instruction, professional development, and program design or other program decisions based on the analysis of school readiness outcomes data</li> </ul> <p>Report Results</p> <ul style="list-style-type: none"> <li>• To inform parents and the community of the program's progress in achieving school readiness goals</li> </ul>	<p>1307.3(b)(2)(i) 1307.3(b)(2)(ii)</p>



*Note: Programs in operation fewer than 90 days are required to have a system to aggregate and analyze data at least twice during their program operation period.*

## Targeted Questions

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### School Readiness Assessment—Interview with ECD Coordinator and Head Start Director

- ▶ Ask the ECD Coordinator and Director to describe the program's process for establishing school readiness goals for children enrolled in Head Start or Early Head Start. Your notes should describe how the program aligned school readiness goals with the following:
  - Head Start Child Development and Early Learning Framework
  - State Early Learning guidelines
  - Requirements and expectations of the schools the children will attend
- ▶ Please explain what alignment was not done, and why.
- ▶ Ask the ECD Coordinator and Director to describe how parents are involved in the process of developing the program's school readiness goals.
- ▶ Review the program's school readiness goals with the ECD Coordinator and Director. For each of the five essential developmental domains, document an example that shows how the program reflected the domain in its goals. If the program did not include one or more of the domains in its goals, describe why.

CDE1.1

## Targeted Questions

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### School Readiness Assessment: —Interview with ECD Coordinator and Head Start Director

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- ▶ How does the program aggregate and analyze individual, ongoing child-level assessment data for children birth to age 5 in all program options (e.g., home-based, center-based, FCC, EHS, and HS)?
- ▶ Does the program have a plan to complete the required aggregate data analyses?
- ▶ Ask the ECD Coordinator and Director to describe how the information gathered from the aggregated data analysis helps the program assess progress toward achieving school readiness goals. (Ask them to provide specific examples, and document them in your notes.)
- ▶ Ask the ECD Coordinator and Director to describe how the program makes improvements in the following areas based on its analysis of school readiness outcomes: (Ask them to include examples, and document them in your notes.)



- Curriculum and instruction
  - Professional development
  - Program design
  - Other program decisions
- ▶ Describe how the program supports dual-language learners in making progress toward school readiness goals and learning English.
- ▶ Describe how the program informs parents and the community of its progress in achieving school readiness goals

CDE1.2

### Teacher, Home Visitor, and FCC Provider – Interview

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- ▶ Ask ECD staff to describe how they do the following. (Ask for specific examples, and document them in your notes.):
- Use ongoing child-level assessment data to identify children's levels of development
  - Provide experiences to support children's development
  - Monitor children's progress throughout the program year

CDE1.2



## Child Development & Education Key Indicator #2- Curriculum Selection and Implementation

*The program selects and implements a curriculum that supports the five essential domains of school readiness.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
2.1 The program selects and implements a curriculum that is evidence-based and is linked to ongoing assessment, with developmental and learning goals and measurable objectives.	642(f)(3)(C)
2.2 The program implements a curriculum that promotes young children's school readiness in the developmental areas presented in the Head Start Child Outcomes Frameworks and, as appropriate, is aligned with State Early Learning standards.	642(f)(3)(E)

### Targeted Questions

#### ECD Coordinator—Interview

- ▶ List the curricula the program utilizes for each program option and age group.
- ▶ Ask the ECD Coordinator to indicate whether the selected curriculum/curricula:
  - Supports the evidence base for its selection by considering the program option and ages of the children served, as well as by addressing staff development and training
  - Is linked to ongoing assessment
  - Includes developmental and learning goals appropriate for the ages of children and program option
  - Includes measurable objectives
- ▶ Ask the ECD Coordinator to describe how he or she determines whether staff are implementing the curriculum as designed .

CDE2.1

### Targeted Questions

#### Teacher, Home Visitor, FCC Provider—Interview

- ▶ Ask ECD staff to cite specific examples of how the curriculum is used to support the development and progress of children in the five essential domains:



- Language and Literacy Development
- Cognition and General Knowledge
- Approaches to Learning
- Physical Development and Health
- Social and Emotional Development

- ▶ Which domain is not supported, and why?

CDE2.2

### CDE Observations

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#### Child Development and Education Observation

- ▶ Did the setting reflect the implementation of curriculum experiences that promote Language and Literacy
- ▶ Did the setting reflect the implementation of curriculum experiences that promote Cognition and General Knowledge
- ▶ Did the setting reflect the implementation of curriculum experiences that promote Approaches to Learning
- ▶ Did the setting reflect the implementation of curriculum experiences that promote Physical Development and Health
- ▶ Did the setting reflect the implementation of curriculum experiences that promote Social and Emotional Development

CDE2.2



## Child Development & Education Key Indicator #3— Individualizing

*The program individualizes early childhood development services for children.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
<p>3.1 The program uses information from ongoing observations, and evaluations, as well as insight from parents to determine how best to respond to each child’s individual characteristics, strengths, and needs.</p> <p><i>Note: Screenings results used for referring children for future evaluation is captured in Child Health and Safety and does not apply to individualizing in CDE.</i></p>	1304.20(f)(1)
<p>3.2 Services provided to children with identified disabilities are designed to support the outcomes contained in their IEPs or IFSPs.</p>	1308.19(k) 1304.20(f)(2)(i) 1304.21(a)(1)(ii)
<p>3.3 The program designates a staff member or consultant to coordinate services for children with disabilities, including collaborating with other program coordinators (i.e., Education, Mental Health, and Nutrition) and staff.</p> <p><i>Note: Applies only to programs serving preschool-age children</i></p>	1308.6(d) 1308.18(a) 1308.18(b) 1308.20(a)
<p>3.4 The program has secured the services of a mental health professional including on-site consultation for program staff and families that provides for timely identification and interventions to address children’s mental health concerns.</p>	1304.24(a)(3)(i) 1304.24(a)(2)
<p>3.5 The program’s approach to Child Development and Education (CDE) is developmentally and linguistically appropriate and demonstrates an understanding that children have individual rates of development, interests, temperaments, languages, cultural backgrounds, and learning styles.</p>	1304.21(a)(1)(i)

### Targeted Questions

Teacher, Home Visitor, FCC Provider—Interview

- ▶ Ask ECD staff to discuss how they use information to develop goals and plan experiences that respond to each child’s individual characteristics, strengths, and needs.

Ensure the following are included when individualizing for children:

- Ongoing observations



- Ongoing assessments of progress
- Insights from each child's family

CDE3.1

## **Targeted Questions**

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Teacher, Home Visitor, FCC Provider, Disabilities Coordinator—Interview

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▶ Ask staff to describe:

- How they modify the program and arrange for the provision of related services (as required in the IEP or IFSP) for all children with disabilities
- The resources available to them to support goals and services included in the IEPs/IFSPs
- How they collaborate with LEAs and Part C agencies

CDE3.2

## **Targeted Questions**

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Disabilities Services Coordinator—Interview

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▶ Ask the Disabilities Coordinator—and describe in your notes—how he or she does the following:

- Collaborates with the ECD Coordinator to include information from ongoing developmental assessments for children with disabilities in diagnostic and program-planning activities
- Works with the Health Coordinator in the assessment and follow-up processes
- Works with the Mental Health Coordinator to help teachers identify children who show signs of problems, such as possible depression, withdrawal, anxiety or abuse
- Works with the Nutrition Coordinator and food-preparation staff to ensure that provisions to meet special needs are incorporated into the Nutrition program

CDE3.3



## Targeted Questions

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### Mental Health Services Coordinator—Interview

- ▶ Ask the Mental Health Coordinator to describe how the program uses the services of the mental health professional to identify and provide interventions to address mental health concerns and how frequently these consultations occur.
- ▶ Determine the role of the Mental Health Consultant and the type of services he or she provides to the program. Describe how the Coordinator and Consultant are involved in the design and implementation of program practices.
- ▶ If applicable, review the mental health professional's Consulting Agreement with the Mental Health Coordinator to determine the types of services for which the professional is responsible and the frequency with which he or she visits the program. If there are discrepancies between the content of the Consulting Agreement and the results of the interview, describe the discrepancies and follow up as appropriate.

CDE3.4

## Targeted Questions

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### Teacher, Home Visitor and FCC Provider—Interview

- ▶ Discuss the program's approach to CDE and how the program supports each child's individual growth, development and progress. Ask the ECD Staff to describe the following:
  - How they respond to individual interests, temperaments, languages, cultural backgrounds and learning styles
  - How they accommodate for the needs of dual language learners, both orally and in writing
  - How plans and outcomes are documented for all children

Ask them to share specific examples, and review curriculum-planning documents for children, as appropriate.

- ▶ Describe in detail how the program's approach to CDE does not support children's individual growth, development, and progress. Please include specific areas that were not supported.

CDE3.5



## Child Development & Education Key Indicator #4—Quality Teaching and Learning

*The program promotes quality teaching and learning for all program options.*

<b>Compliance Measures</b>	<b>Federal Regulations</b>
4.1 The program hires teachers with the required qualifications, training, and experience.	645A(h)(1-2) 648A(a)(3)(B)(i) 648A(a)(3)(B)(ii) 648A(a)(3)(B)(iii)
4.2 The program ensures that Family Child Care Providers have the required qualifications, training, and experience.  <i>Note: Applies only to programs with a Family Child Care program option.</i>	1304.52(h)(1)
4.3 The program ensures that all full-time Head Start employees who provide direct Education services to children have professional development plans that are evaluated regularly to assess their impact on teacher and staff effectiveness.	648A(f)
4.4 The program ensures that home visitors have the required qualifications, training, and experience.  <i>Note: Applies only to programs with a home-based program option</i>	1304.52(e)
4.5 When the majority of children speak the same language, at least one classroom staff member or home visitor interacting regularly with the children speaks their language.	1304.52(g)(2)
<b>Teacher-Child Interactions</b>	<b>Assessment Tool</b>
4.6 Emotional Support™ <ul style="list-style-type: none"> <li>• Positive Climate</li> <li>• Negative Climate</li> <li>• Teacher Sensitivity</li> <li>• Regard for Student Perspectives</li> </ul> <i>Note: Applies only to programs with preschool classroom options</i>	CLASS™
4.7 Classroom Organization™ <ul style="list-style-type: none"> <li>• Behavior Management</li> <li>• Productivity</li> <li>• Instructional Learning Formats</li> </ul> <i>Note: Applies only to programs with preschool classroom options</i>	CLASS™

**4.8 Instructional Support™**

- Concept Development
- Quality of Feedback
- Language Modeling

*Note: Applies only to programs with preschool classroom options*

CLASS™

**Targeted Questions****Teacher—Preschool—Staff File**

## Summary of Preschool Teacher Qualifications

## ▶ Please enter the qualifications of the preschool teacher:

- A baccalaureate or advanced degree in Early Childhood Education (ECE)
- A baccalaureate or advanced degree and coursework equivalent to a major relating to ECE, with experience teaching preschool-age children
- An associate's degree in ECE
- An associate's degree in a related field and coursework equivalent to a major relating to ECE, with experience teaching preschool-age children
- A baccalaureate degree and admission into the Teach For America program, passing a rigorous Early Childhood content examination such as Praxis II, teaching preschool children in a Teach For America summer training institute, and receiving ongoing professional development and support from Teach For America's professional staff
- Does not meet the qualifications

CDE4.1 \_\_\_\_\_

**Teacher—Infant/Toddler—Staff File**

## Summary of Infant/Toddler Teacher Qualifications:

## ▶ Please enter the qualifications of the preschool teacher:

- A minimum of a current Child Development Associate (CDA) credential and have been trained (or have equivalent coursework) in early childhood development with a focus on infant and toddler development
- Does not meet qualifications

CDE4.1 \_\_\_\_\_



## Targeted Questions

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### FCC Provider—Staff File

► Summary of FCC Provider Qualifications:

- Previous ECE experience, current CDA
- Previous ECE experience, enrolled in CDA program (within 6 months of beginning service provision)
- Previous ECE experience and associate's degree in Child Development or ECE (attained within 2 years of beginning service provision)
- Previous ECE experience and bachelor's degree in Child Development or ECE (attained within 2 years of beginning service provision)
- Previous ECE experience and enrolled in an associate's or bachelor's degree program in Child Development or ECE (within 6 months of beginning service provision)
- Does not meet qualifications

CDE4.2

## Targeted Questions

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### Teacher, Home Visitor, Teacher Aide- Staff File

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Summary of Results for Development and Evaluation of Professional Development Plans:

- Is there a professional development plan on file?
- Is the professional development plan designed to ensure attainment of qualifications or is the staff person currently enrolled in a degree program?

CDE4.3

### ECD Coordinator—Interview

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► Ask the coordinator to describe:

- How staff are involved in the development of their professional development plan
- How plans are evaluated to ensure that they have a positive impact on teacher and staff effectiveness
- How often professional development plans are evaluated
- How the program develops plans to ensure that teaching staff meet qualifications

CDE4.3



## Targeted Questions

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### ECD Coordinator—Interview

- ▶ Review the documents the program uses to track and monitor home-visiting staff qualifications, training, and performance with the ECD Coordinator. Ask the Coordinator how the program confirms the knowledge and expertise of each home-visiting staff in the areas of:
  - Child Development and Early Childhood Education
  - Principles of child health, safety, and nutrition
  - Adult learning principles
  - Family dynamics
  - Accessing community resources and referring families to appropriate agencies and services

While reviewing documents with the Coordinator, determine the number of home visitors who have the required knowledge and expertise, and the number who do not. Document any home visitors who do not have knowledge and experience in any of the above areas.

Next, discuss with the Coordinator the process for evaluating the skills of home visitors. Does the process include assessing how the home visitors communicate with families and staff and how they motivate and engage families in program services?

CDE4.4

### Home Visitor—Interview

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- ▶ Ask the home visitors for specific examples of how they have attained, maintained, and implemented their knowledge, experience, and skills in the following areas:
  - Child Development and Early Childhood Education
    - Engage families in supporting their children's growth and development
  - Principles of child health, safety, and nutrition
  - Adult learning principles
    - Respect and respond in ways appropriate to the culture, language, values, and structure of each family served
    - Facilitate social networks and group activities that support families' strengths, interests, and needs
  - Family dynamics
    - Engage in respectful, goal-oriented partnerships with families to promote parent-child relationships and family well-being
    - Enhance parent-child relationships and support parents' roles as the first and lifelong educators of their children



- Accessing community resources and referring families to appropriate agencies and services
  - ❑ Support families in using community resources that enhance family well-being and children's learning and development
  - ❑ Act as a member of a comprehensive services team so that Family Services activities are coordinated and integrated throughout the program

Ask the home visitors to describe how they communicate with children and families, including the methods used. Provide specific examples.

CDE4.4

## Targeted Questions

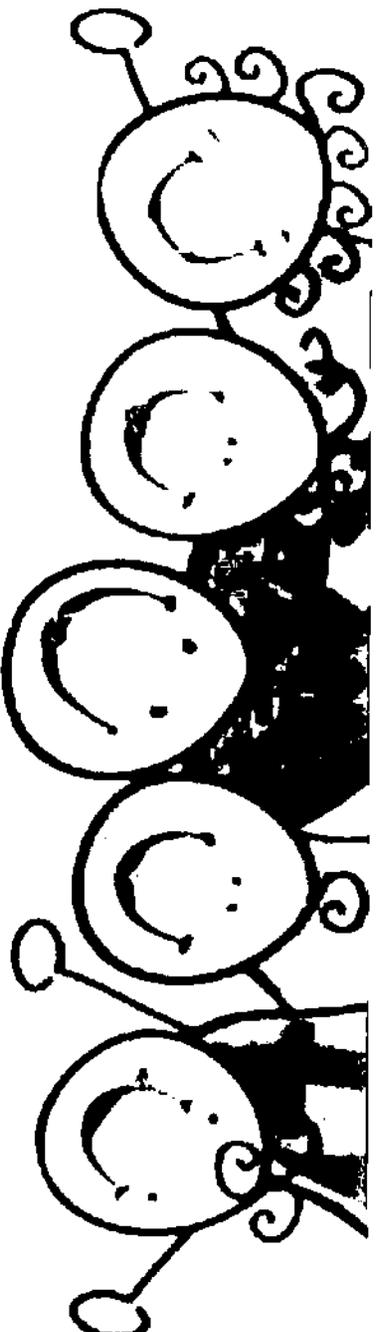
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### ECD Coordinator—Interview

- ▶ Ask the ECD Coordinator to describe the process used to:
  - Match the primary languages of children to the primary languages of the teachers
  - Ensure that staff can communicate with children and families who speak languages other than English

Review with the Coordinator the documentation the program uses to track the languages of program staff, children, and families. Determine the languages spoken by the majority of children in each setting and determine whether staff who speak the same languages are assigned to each setting.

CDE4.5



## **Puerto Rico Prekindergarten Standards and Expectations Document**

**2010 Review**



## INTRODUCTION

### Program Description

Early Childhood Educational Program, assigned to the Assistant Secretary for Academic Services and Educational Community Services aims to promote the development of physical, emotional, linguistic, cognitive and social dimensions of creative childhood typical and atypical. The inclusion of each child stands an on gone response to their needs, interests and talents in an sociocultural context. These children offer us an opportunity to have a glimpse of life with energy, joy, dynamism and enthusiasm. During this period we develop the foundations of knowledge, values and feelings. From this level, the educational work in our society should be directed towards the development of critical, reflective and democratic attitudes individuals who demonstrate responsibility and civic ethics that allow them to act and participate in crucial decisions for the welfare of our country.

This wonderful age ranges from birth to eight years old, well recognized by the National Association for Early Childhood Education (NAEYC, for short) and its affiliate in Puerto Rico, The Puerto Rican Association for Education on Early Childhood (APEnet). This period is divided into the following levels: infants (0 -1 year and 6 months), maternal (1 year and 6 months-3 years), preschoolers (3 – 4 years and 11 months) and primary level. From an integrative and holistic, global view early education establishes a continuity between all levels to be ensure the optimal development of children. It also aims to provide our childhood, the experiences necessary to promote and encourage the construction of knowledge, the development of values and positive attitudes.

### Vision

Achieving educational excellence to promote the integral development of children, to meet their characteristics, interests and talents.

### Mission

Provide care, attention and protection to all components of growth and development comprehensive early childhood. This includes language, cognitive, physical, social, emotional, creative and moral. This mission is accomplished through a multidisciplinary curriculum inclusive and interactive, to develop cognitive and affective skills of children. It also includes the integration of services and follow-up closely with the organizations and agencies serving the child and his family.

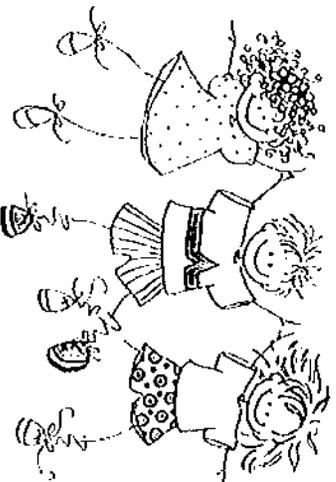
### Early childhood educational standards

We have developed standards for education from birth to 4 years and 11 months. As a to fulfill our commitment to provide quality education in which appropriate to achieve an optimal level of practice development generated in children. These standards communicate the important are of field of study and provide the conceptual components that are fundamental to the development of the curriculum of the various programs. Standards are criteria for judging the quality of the curriculum, methods of teaching and the procedures for the "assessment". Educators use the standards to identify what should be taught at each level, the purposes to teach and what to expect students as a result of what is taught. Our standards are emphasized so that they

respond to the fundamental aspirations of development human growth: social and emotional development; Physical and Motor, cognitive development, language development and creative development. This organization structure is set to the expected performances in accordance with development stages. The educator will teach the essentials and be an facilitator of the active learning processes using the standards as a guide for implementation. Also aims to provide a guide to the executions characterizing each of stages of development and learning.

Although learning areas appear separately, they do not develop and occur as independent processes. Early Childhood Educational Program is integrated in manner, behavior, learning and overall child growth , far separated, interactive and correlated. Although the areas of learning appear separately, they do not develop and occur as processes independent. The educator is the entity that is willing to discover, identify and respond to needs, interests and characteristics of the child, performing and teaching settings appropriate actions to achieve the potential of every child. Standards are a frame of reference with respect to which the child must demonstrate as part of their learning. The same has been prepared by a group of specialists in the field of early education who have contributed their ideas and knowledge to achieve of quality document. We hope that this results in great benefit to the rest of the teachers of this level.

This document is prepared for use as a framework to guide practice education in the school environment. The teachers are creative, enthusiastic and are committed to strengthening early education. With these essential features they will build enriched experiences in the classroom and enrich the students memories with fondness and joy of their early learning years.



## **EMOTIONAL DEVELOPMENT**

Demonstrates self-concept and self-control when interacting with others; showing their feelings and emotions, independence and confidence in same.



The child:

DSE.P. 1.1 Expresses pride in accomplishments.

DSE.P. 1.2 Demonstrates self-confidence to perform tasks more difficult.

DSE.P. 1.3 assumes new responsibilities as helping in the classroom, collect their toys, take turns, etc..

DSE.P. 1.4 Make decisions to solve everyday situations (select workspace, exchange games).

DSE.P. 1.5 Controls your behavior.

DSE.P. 1.6 Predict some consequences of certain behavior.

DSE.P. 1.7 recognizes him as someone special, unique and valuable.

DSE.P. 1.8 Appreciate the talents and abilities that others possess.

DSE.P. 1.9 Accept, express and identify their feelings and those of others (happiness, sadness, anger and fear, among others).

DSE.P. 1.10 Performs actions that contribute to the development of independence (eating alone, toileting, dressing).

DSE.P. 1.11 Respect the rules of coexistence.

DSE.P. 1.12 Makes friends easily.

DSE.P. 1.13 Share with others, the performance of assigned tasks.

DSE.P. 1.14 Participates and cooperates in a group.

DSE.P. 1.15 expresses respect sentences when necessary (please, thank you, etc.).

DSE.P. 1.16 Share and play with other ways of cooperation.

DSE.P. 1.17 Identify aspects and characteristics that distinguish one child from a girl.

DSE.P. 1.18 Establishes relationships with children of various ethnic groups.

DSE.P. 1.19 expresses interest in helping their peers.

DSE.P. 1.20 assumes leadership during the interaction with other children.

DSE.P. 1.21 establishes rules to play with others.

DSE.P. 1.22 Develop pro-social patterns of interaction led to expect their shift and to actively participate in a group.

DSE.P. 1.23 Master Trust (with the teacher), although this is an adult stranger for him.

DSE.P. 1.24 Use carpentry tools (hammer, nails and others) monitoring and following safety rules.

DSE.P. 1.25 Knows and understands those around him, to assume different roles.

DSE.P. 1.26 Wait your turn to speak and interrupted less often.

DSE.P. 1.27 Communicate your feelings and ideas assertively.

DSE.P. 1.28 expresses emotions and feelings through drama.

DSE.P. 1.29 Communicate your feelings and ideas assertively.

DSE.P. 1.30 Participate in a variety of individual and group games.

DSE.P. 1.31 Demonstrates confidence in his abilities.

DSE.P. 1.32 Play with other children.

DSE.P. 1.33 Participate in conflict resolution.

### **PHYSICAL DEVELOPMENT:**

Demonstrates the development of body awareness, using their senses and practice the movements of fine and gross motor; led to movement and action as forms of expression.

The child:

- DFM.P. 1.1 Fill out an assigned task.
- DFM.P. 1.2 Identify the parts of your body like hers.
- DFM.P. 1.3 Mention traits that characterize self.
- DFM.P. 1.4 up and down stairs alternating feet.
- DFM.P. 1.5 Runs smoothly.
- DFM.P. 1.6 Use the scissors to cut out simple shapes.
- DFM.P. 1.7 Balances on one foot.
- DFM.P. 1.8 Tear sheets into large pieces.
- DFM.P. 1.9 Throw the ball over his shoulder.
- DFM.P. 1.10 Kick a ball.
- DFM.P. 1.11 Swing your arms as you walk.
- DFM.P. 1.12 Walk on a straight line.
- DFM.P. 1.13 Jump on one foot.
- DFM.P. 1.14 Buttons and unbuttons his clothes.
- DFM.P. 1.15 Molding to create figures.
- DFM.P. 1.16 Pour liquids in containers.
- DFM.P. 1.17 Handling the computer mouse.
- DFM.P. 1.18 Participate in activities with water and sand.
- DFM.P. 1.20 Identifies and highlights the parts of the body.
- DFM.P. 1.21 Enjoy the motor skills of your body.
- DFM.P. 1.22 Enjoy creative movement experiences.
- DFM.P. 1.23 Explore creatively motor ability of different parts of body.
- DFM.P. 1.24 Expresses satisfaction and pride in the uniqueness of its capacity and body.
- DFM.P. 1.25 Explore the physical attributes of the objects around it.
- DFM.P. Discover and 1.26 motor spontaneously explore possibilities to offers her body.
- DFM.P. 1.27 Push and pull objects with both hands.
- DFM.P. 1.28 Explore your body surfaces and objects of various textures.
- DFM.P. 1.29 Begin to understand the value of food.
- DFM.P. 1.30 Develops coordination and balance in a variety of playground equipment.
- DFM.P. 1.31 Play games to increase physical health.
- DFM.P. 1.32 Uses senses to explore materials and experience in activities.
- DFM.P. 1.33 Demonstrates knowledge of your body and room to move.





### **SENSORY AND PHYSICAL DEVELOPMENT:**

Demonstrates the development of the care of your body as it expands its perception and use of their senses; and practice behaviors healthy.

The child:

- DFS.P. 1.1 Use their senses to explore and experiment with materials activities.
- DFS.P. 1.2 Participate in games, outdoor play and other forms of gambling that increases physical health.
- DFS.P. 1.3 Begins to use health practices and safety.
- DFS.P. 1.4 Please activities that challenge your body in different ways.
- DFS.P. 1.5 Demonstrates knowledge of safety when using materials.
- DFS.P. 1.6 Demonstrate skills development skills to achieve yourself independently care when eating.
- DFS.P. 1.7 Demonstrate care for personal belongings.
- DFS.P. 1.8 Discriminate among a variety of sights, smells, textures and tastes.
- DFS.P. 1.9 Explore a variety of sensory stimuli.
- DFS.P. 1.10 Combine and use different ways depending on the activity.

### **COGNITIVE DEVELOPMENT**

Exhibits knowledge to understand and use the scientific method to investigate and understand the environment and to make judgments.

The child:

- DCC.P. 1.1 Explore toys and educational materials and demonstrates enthusiasm for innovative activities.
- DCC.P. 1.2 Identify the roles played by public servants in their community.
- DCC.P. 1.3 Create a system of learning through interaction, observation and imitation.
- DCC.P. 1.4 Develop their abilities to the fullest to interact with an adult or couple competent.
- DCC.P. 1.5 Pour liquids in containers.
- DCC.P. 1.6 Identifies and highlights the parts of the body.
- DCC.P. 1.7 Use touch to identify objects and textures (smooth, rough, hard and soft).
- DCC.P. 1.8 Identify, describe and compare different tastes (sweet, sour, salty, sour).
- DCC.P. 1.9 Listen and identify environmental sounds.
- DCC.P. 1.10 Identify odors from your environment.
- DCC.P. 1.11 Shows interest in the role of objects and their motion.
- DCC.P. 1.12 Explore the relationship between cause and effect.
- DCC.P. 1.13 Understands and can explain some cause and effect.
- DCC.P. 1.14 Recognizes changes or processing of certain materials, food and objects through their physical characteristics.
- DCC.P. 1.15 Identify the properties of objects (shape, size, color and texture).
- DCC.P. 1.16 Observe and experience, performance and growth living organisms.

DCC.P. 1.17 Explore and understand the reaction of objects when exposed to certain conditions, such as floating, production of shadow light reflection and ability to attract iron magnet.

DCC.P. 1.18 Ask questions in consistent ways.

DCC.P. 1.19 Explore new experiences.

DCC.P. 1.20 Discover new uses for the "stuff".

DCC.P. 1.21 Use scientific tools in his game.

DCC.P. 1.22 Collect, describe and record information to learn through discussions, drawings and graphics.

DCC.P. 1.23 Use tools and their senses to make observations, gather and record information and make predictions about what might happen.

DCC.P. 1.24 Explore relationships of time, temperature; cause / effect based on experiences of daily life.

### **LOGICAL MATHEMATICAL COGNITIVE DEVELOPMENT**

Shows interest in thinking and solving mathematical problems involving recognize, understand and establish quantitative spatial relationships between objects; people and events of the environment

The child:

DCLM.P. 1.1 Create various designs, using the table pin.

DCLM.P. 1.2 6 or puzzles with larger pieces.

DCLM.P. 1.3 Collects and sorts objects by category.

DCLM.P. 1.4 Classify objects according to characteristics.

DCLM.P. 1.5 Understands and uses some measurement concepts (more, less, much and little).

DCLM.P. 1.6 Recognizes and compares different shapes of objects in their environment.

DCLM.P. 1.7 Recognizes and uses some concepts of time such as "today", "Yesterday" and "tomorrow."

DCLM.P. 1.8 Sort objects in series, from the smallest to the largest.

DCLM.P. 1.9 Understand and use words to describe the spatial relationships that observed in the environment (back, far, below, above, top).

DCLM.P. 1.10 Begin to establish the mapping relationship between two objects (one correspondence).

DCLM.P. 1.11 Begin to understand the relationship between the numeral and quantity.

DCLM.P. 1.12 Identify and describe objects by their length and height.

DCLM.P. 1.13 Make sets of few and many elements.

DCLM.P. 1.14 has meaning groups of objects.

DCLM.P. 1.15 Identify the different shapes.

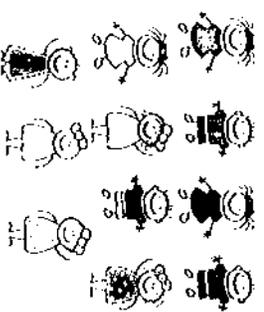
DCLM.P. 1.16 Classify musical instruments sounds, shape and size.

DCLM.P. 1.17 Create different solutions to a situation.

DCLM.P. 1.18 Begin to group objects and to match up.

DCLM.P. 1.19 Use counting and numbers as the vocabulary of the game.

DCLM.P. 1.20 Experiment with patterns and shapes.



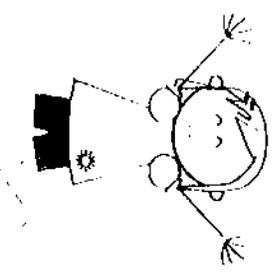
- DCLM.P. 1.21 Explore the measurement, enumeration and quantification with different materials.
- DCLM.P. 1.22 Put in series and regrouping objects according to a characteristic.
- DCLM.P. 1.23 Begin to use numbers and counting as a method of solving problems, predict and measure quantities.
- DCLM.P. 1.24 Use maps one by one to count objects and cluster groups objects.
- DCLM.P. 1.25 Groups objects according to their shape and size.
- DCLM.P. 1.26 Collects and appointing a number of similar objects into categories simple.
- DCLM.P. 1.27 Begin to order, compare or describe objects according to their size, length, width and weight using standard methods and not standards.

### **ORAL LANGUAGE DEVELOPMENT**

Demonstrates the development of oral language to communicate their thoughts, ideas, feelings, needs, emotions and preferences with the aim of express themselves and interact with others.

The child:

- DLO.P. 1.1 Identify the relationship between family members.
- DLO.P. 1.2 Develop teamwork skills.
- DLO.P.. 1.3 Ask questions constantly.
- DLO.P. 1.4 Participate in discussions, either as sender or receiver.
- DLO.P. 1.5 Build-largest sentences by combining words and phrases to communicate their ideas.
- DLO.P. 1.6 Create new words, while practicing and combining words and they are familiar.
- DLO.P. 1.7 Build, practice and expands linguistic lines, by verbal interaction with adults.
- DLO.P. 1.8 Expresses a message using a varied vocabulary and extensive.
- DLO.P. 1.9 Responds to verbal instructions.
- DLO.P. 1.10 incorporates word family during their conversations.
- DLO.P. 1.11 Create and expresses monologue about their experiences, feelings and desires.
- DLO.P. 1.12 Share their experiences verbally.
- DLO.P. 1.13 Demonstrates fluency in expressing their ideas.
- DLO.P. 1.14 Expresses pleasure to listen to people speak another language.
- DLO.P. 1.15 Construct sentences using words from another language during their conversation.
- DLO.P. 1.16 recounts events that are meaningful to him in a narrative.
- DLO.P. 1.17 Interrupts reading for comment.
- DLO.P. 1.18 Ask questions during the story.
- DLO.P. 1.19 expresses interest in literature in another language.
- DLO.P. 1.20 expresses ideas and feelings.



- DLO.P. 1.21 Recerate and imitates through gestures, different movements and dialogue situations.
- DLO.P. 1.22 Create dialogues during their skits.
- DLO.P. 1.23 Identifies characters in the play he observes.
- DLO.P. 1.24 Create playing songs that come from their stories, poems and favorite songs.

### **SYMBOLIC LANGUAGE DEVELOPMENT**

The child demonstrates the development of written language to explore and discover the written through meaningful experiences in which words and notes acknowledges reading and writing as a means of communication.

The child:

- DLS.P. 1.1 Listen and enjoy reading stories and narratives.
- DLS.P. 1.2 Turns pages of a book or magazine, imitating the behavior of adult reading conventionally.
- DLS.P. 1.3 Notes and plays individual features of letters.
- DLS.P. 1.4 Manipulate letters and words, through active participation in reading and write spontaneously.
- DLS.P. 1.5 dramatizes characters and situations presented in the reading.
- DLS.P. 1.6 Recognizes spatial relationships in the books (up-down, left-right).
- DLS.P. 1.7 Build your own text using the sheets you see in the book.
- DLS.P. 1.8 recounts events that are meaningful to him in a narrative.
- DLS.P. 1.9 Relate reading events with situations that are familiar and significant.
- DLS.P. 1.10 Write unconventionally, using drawings, scribbles, letters invented and random letters.
- DLS.P. 1.11 Write rows of randomly selected letters in the horizontal direction (Pre Alphabetic Writing)
- DLS.P. 1.12 Build words using letters invited.
- DLS.P. 1.13 Recognizes books, magazines and newspapers.
- DLS.P. 1.14 Select books to be read by him, for his par or adult.
- DLS.P. 1.15 Use the computer to create stories.
- DLS.P. 1.16 Use the computer to create designs, drawings or paintings of his inspiration.
- DLS.P. 1.17 Talk in original and creative ways to storytelling and drama, puppets, books for children, etc.
- DLS.P. 1.18 Use symbols and forms of writing to create more early game complex.
- DLS.P. 1.19 Use tools and writing materials in all areas of learning environment.
- DLS.P. 1.20 Start typing your own name.
- DLS.P. 1.21 Understands that writing carries a message.
- DLS.P. 1.22 Experiment with a variety of tools and materials writing.
- DLS.P. 1.23 Use scribbles, shapes and symbols that resemble letters to write or represent words or ideas.
- DLS.P. 1.24 begins to dictate ideas, sentences and stories.
- DLS.P. 1.25 Begin to associate sounds with written words.
- DLS.P. 1.26 Recognizes and generates rhythms.



- DLS.P. 1.27 Try to read or tell a story and guess what will happen next.
- DLS.P. 1.28 Listen and speak on a variety of types of literature.
- DLS.P. 1.29 Read the books carefully.
- DLS.P. 1.30 tells a story with help.
- DLS.P. 1.31 Connect information to family experiences when a story is read.
- DLS.P. 1.32 Demonstrate understanding of the meaning of a story.
- DLS.P. 1.33 Explore and investigate books and other forms of printed words.
- DLS.P. 1.34 Understand that printed words carry a message.
- DLS.P. 1.35 Recognizes own name in print.
- DLS.P. 1.36 Identify some letters printed.
- DLS.P. 1.37 know the names of most of the letters

### **CREATIVE DEVELOPMENT-MUSICAL:**

Child demonstrates sensitivity and appreciation for music to explore through diverse experiences.

The child:

- DCM.P. 1.1 Experiment with different movements your body.
- DCM.P. 1.2 Explore and understand basic musical concepts such as pitch, duration, time and pace.
- DCM.P. 1.3 Classify musical instruments sound, shape and size.
- DCM.P. 1.4 Memorize and sing complete songs.
- DCM.P. 1.5 Execute movements to the beat.
- DCM.P. 1.6 Changes from one movement to another quickly.
- DCM.P. 1.7 Expand your vocal ability.
- DCM.P. 1.8 Identify orchestral instruments.
- DCM.P. 1.9 Explore cultural diversity through different experiences music.
- DCM.P. 1.10 Understands and uses some terms of the musical field.
- DCM.P. 1.11 Identify various types of music.
- DCM.P. 1.12 Produce music with instruments.
- DCM.P. 1.13 Enjoy creative movement experiences.
- DCM.P. 1.14 Enjoy activities that present patterns of movement repetitive and directed.
- DCM.P. 1.15 Participate in music activities that emphasize repetition and rhyme.
- DCM.P. 1.16 Use movement and a variety of styles and instruments music while playing to represent stories, feelings and experiences.
- DCM.P. 1.17 Use movement and a variety of musical styles to express and understand and interpret experiences.
- DCM.P. 1.18 Participates in musical activities using a variety of materials for expression and representation.

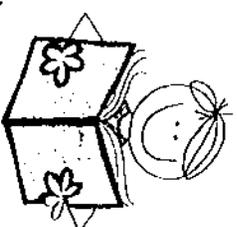


### **CREATIVE-ARTS DEVELOPMENT:**

The child shows interest and appreciation for the plastic to create, according to arts their interests, efforts and originality.

The child:

- DCAP.P. 1.1 Enhance your ability to produce creative and personal works.
- DCAP.P. 1.2 Tear sheets into large pieces.



- DCAP.P. 1.3 Use the scissors to cut out simple shapes
- DCAP.P. 1.4 Create drawings using finger paint.
- DCAP.P. 1.5 Molds to form figures.
- DCAP.P. 1.6 Shows interest in the production of construction and designs various materials.
- DCAP.P. 1.7 Observe and copy designs.
- DCAP.P. 1.8 Create three-dimensional representations.
- DCAP.P. 1.9 Draw the human figure.
- DCAP.P. 1.10 represents objects in different ways.
- DCAP.P. 1.11 Draw people and objects that are familiar.
- DCAP.P. 1.12 Creates drawings and paintings.
- DCAP.P. 1.13 Uses techniques of engraving.
- DCAP.P. 1.14 Create murals of different themes.
- DCAP.P. 1.15 Reuse and Recycle environmental objects and materials to create their works.
- DCAP.P. 1.16 Represent your ideas with originality.
- DCAP.P. 1.17 creates his works by the benefit and enjoyment of the creative process.
- DCAP.P. 1.18 Plan, work cooperatively and create drawings, paintings, sculptures and other art projects.
- DCAP.P. 1.19 Enjoy participation in a variety of experiences artistic.
- DCAP.P. 1.20 Appreciate and show respect for the work of others.
- DCAP.P. 1.21 Begin to notice differences in the arts of different cultures.

#### **DRAMA CREATIVE DEVELOPMENT:**

The child demonstrates the art of improvisation to engage in pantomime, dramatic play, drama and other casual.

The child:

- DCD.P. Socialize 1.1 through dramatization, assuming roles.
- DCD.P. 1.2 Develop empathy through play and drama.
- DCD.P. 1.3 Practice dramatic play that provides opportunity to develop their language skills.
- DCD.P. 1.4 Solves problems through spontaneous dramatization.
- DCD.P. 1.5 dramatizes characters and situations presented in the reading.
- DCD.P. 1.6 recreates and mimics, through gestures, movements and dialogue in different situations.
- DCD.P. 1.7 Participates enthusiastically in dramatic play activities.
- DCD.P. 1.8 Expresses emotions and feelings through drama.
- DCD.P. 1.9 can imitate and represent different moods as part of one set (imitates through gestures and voices, a character with joy, anger, sadness).
- DCD.P. 1.10 Talk in original and creative ways to storytelling and dramatic performances and puppet plays for children.
- DCD.P. 1.11 Assume roles as part of dramatic play (dad, mom, doctor, teacher, dancer, monster).
- DCD.P. 1.12 Use previous experiences to solve problems during dramatization.
- DCD.P. 1.13 Create dialogues during their skits.

- DCD.P. 1.14 Observe and participate in dramatic activities.
- DCD.P. 1.15 Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.
- DCD.P. 1.16 Explore various roles in dramatic play through props, language and fantasy roles with others



*DEPARTAMENTO DE EDUCACIÓN*  
 SECRETARÍA AUXILIAR DE SERVICIOS ACADÉMICOS  
 PROGRAMA DE EDUCACIÓN PARA LA NIÑEZ

**OBSERVATION SCALE FOR KINDERGARTEN**

This form is completed by the kindergarten teacher observations using during the enrollment process. Using the following scale to make a checkmark in the appropriate alternative.

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 Student name                      Age    Year    Months                      School Name

\_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_  
 Date                      School District                      Region                      Name's Teacher

Overview of the child

Develop Areas	Skills total	Dominium Skills Total	No Dominium Skills Total	Recommendations
Socio-emotional Development	4			
Motor Development				
Gross Motor	5			
Fine Motor	9			
Cognitive Development				
Oral Language	8			
Written Language	3			
Conceptual Development				
	38			
Total	67			

<b>I. Socio emotional Development</b>	<b>Dominium</b>	<b>No dominium</b>
A. Left alone with the teacher and other children without tears		
B. You can express your needs without difficulty (going to the bathroom, thirst, hunger)		
C. You can stay in an activity for a while until it is complete (approximatcly 10 minutes)		
D. Ask the expressed desires of being in kindergarten		

<b>II. Motor Development</b>	<b>Dominium</b>	<b>No dominium</b>
Gross Motor		
1. Walks on a straight line		
2. Walks on a curved line		
3. Jumps with both feet while maintaining your balance		
4. balancing on one foot, using the arms to establish balance		
5. Bounces a ball at least three times in succession, the pulls and traps it well		

<b>III. Fine Motor</b>	<b>Dominium</b>	<b>No dominium</b>
1. Can make simple puzzle 3-5 parts		
2. Are buttons		
3. Is unbuttons		
4. Tied shoes		
5. Open and close zippers		
6. Makes a drawing with ease. (Drawing lines in all directions or draw lines and assorted colors)		
7. You can grab the crayon or brush in the proper		
8. You can always cut with precision		
9. It has a preference for one hand working		

<b>II. Cognitive Development</b>	<b>Dominium</b>	<b>No dominium</b>
<b>A. Oral Language</b>		
You can say your name and surname		
2. You can tell your age		
3. You can tell the name and surname of its parents		
4. You can tell the address where you live		
5. Responds to verbal instructions such as: go to the Centre of reading, select a book of animals and search for your favorite animal		
6. Talk about your favorite animal or some other animal		
7. Is expressed in sentences complete		
8. Pronounce clearly		
<b>B. Written Language</b>	<b>Dominium</b>	<b>No dominium</b>
1. Lee to find information when asked how would be holder that book?		
2. Reads its atmosphere of logos of "Mc Donald's, Toys' Us, Burger King other. "		

3. Allows the child to write on a topic of your interest in a white paper. Identify in that stage of writing is. to. Drawing b. Scribbles (disordered/ordered) c. Words copied from the environment d. Random lyrics e. Spelling spontaneous f. Spelling in transition g. Conventional spelling h. I do not make it		
<b>IV. Cognitive Development</b>	<b>Dominium</b>	<b>No dominium</b>
<b>A. Time concept</b>		
1. What day was yesterday?		
2 What day is today?		
3 What about tomorrow?		
<b>B. Measure concepts</b>	<b>Dominium</b>	<b>No dominium</b>
1. Identifies the most large		
2. Identifies the object more small		
3. Identifies the most high		
4. Identifies the lowest		
5. Identifies the longer		
6. Identifies the shortest		
7. Identifies the same		
8. Identifies the different		
<b>C. Visual Position Concept</b>	<b>Dominium</b>	<b>No dominium</b>
1. Top		
2. Bottom		
<b>D. Visual Direction Concept</b>	<b>Dominium</b>	<b>No dominium</b>
1. Right side		
2. Left side		
<b>E. Geometric Concepts</b>	<b>Dominium</b>	<b>No dominium</b>
1. Name of the circle		
2. Name of the triangle		
3. Name of the square		
4. Name of the rectangle		
5. Identifies the circle		
6. Identifies the triangle		
7. Identifies the square		

<b>F. Colors</b>	<b>Dominium</b>	<b>No dominium</b>
1. Names the primary colors		
2. Identifies the primary colors		
3. Named the secondary colors		
4. Identifies the secondary colors		
<b>G. Parts of the body</b>	<b>Dominium</b>	<b>No dominium</b>
1. Head		
2. Arm		
3. Hands		
4. Legs		
5. Foot		
6. Elbow		
7. Knee		
<b>H. Numeric concept</b>	<b>Dominium</b>	<b>No dominium</b>
Count from 1 to 10		
2. Groups objects according to the indicated amount		
3. Very simple combinations		
4. Subtract simple combinations		



## **Explanatory Note Prekindergarten Handbook**

The Early Childhood Education Program assigned to the Secretary for Educational Services and the Subsecretary of Academic Affairs, developed a handbook for the pre-kindergarten level. This document offers to the student and their families, the first formal educational experiences, will distinguish themselves in society, facing new challenges of critical and creative way to individual and collective. This aligns the contents and the systematic assessment of learning.

The content are:

- A. Introduction
- B. Prekindergarten Vision
- C. Prekindergarten Mission
- D. Method of evaluation
- E. Methodology and instructional strategies
- F. Class program
- G. Evaluation
- H. Scale of student progress
- I. Time suggested by content in cycles
- J. General aspects on planning, curricular materials, strategies employed in the early age
- K. Core Course
- L. Thematic Units
- M. Evaluation plan

This handbook submitted by official communications through the DE official website to all prekindergarten teachers, school districts and community. The Early Childhood Program develop a professional capacitation, during the month of August. Finally this document align formally the prekindergarten grade teaching process.



Concepto de tiempo \_\_\_/6

Concepto	D	ND
Tiempo		
¿Qué día es hoy?		
¿Qué día será mañana?		
¿Qué día era ayer?		
Total		
Reloj	D	ND
Hora en punto		
Horario		
Minutero		
Total		

Geometría \_\_\_/10

Figuras Planas	D	ND
Circulo		
Rectángulo		
Cuadrado		
Triángulo		
Elipse u ovalo		
Total		

Concepto visual \_\_\_/6

Concepto	D	ND
Arriba		
Abajo		
Total		
Izquierda		
Derecha		
Total		
Entero		
Mitad		
Total		

Concepto Matemáticos \_\_\_/68

Cuenta en secuencia del 1 hasta 50 (1)

Cuenta de memoria de 10en 10 hasta el 50 (1)

Identifica los números \_\_\_/25

Escribe los números \_\_\_/25

Concepto	D	ND
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
Total	/25	/25

Medición \_\_\_/9

Concepto	D	ND
Largo		
Corto		
Ancha		
Estrecha		
Grande		
Pequeño		
Mediano		
Alto		
Bajo		
Total		

Valor de la moneda \_\_\_/5

Concepto	D	ND
0.1¢		
0.5¢		
0.10¢		
0.25¢		
\$1.00		
Total 5		

Suma y Resta \_\_\_/4

Concepto	D	ND
1+1		
2+1		
2-1		
3-1		
Total 4		

Patrón y Conjunto \_\_\_/2

Concepto	D	ND
Patrón		
Forma conjunto		
Total 2		

Conjunto equivalente \_\_\_/5

Concepto equivalente	D	ND
1		
2		
3		
4		
5		
Total 5		

Reconocimiento de sonido \_\_\_/20

Parte del cuerpo \_\_\_/24

Letra	I	E
A		
Q		
E		
o		
i		
i		
O		
o		
U		
u		
<b>Total</b>	<b>___/10</b>	<b>___/10</b>

Sicomotriz  
Escritura \_\_\_/13

<b>Concepto</b>	<b>E</b>	<b>I</b>
Escribe letra		
Escribe silabas		
Escribe palabras		
<b>Total</b>	<b>/3</b>	<b>/3</b>
<b>Concepto</b>	<b>D</b>	<b>ND</b>
Escribe su nombre		
Agarre de tierra		
Sigue instrucciones		
Colorea dentro del contorno		
Recorta figura		
Utiliza la pega correctamente		
Agarra del lapiz		
<b>Total</b>	<b>/7</b>	

Colores \_\_\_/10

Colores primarios	D	ND
Rojo		
Azul		
Amarillo		
<b>Total</b>		
Colores secundarios	D	ND
Verde		
Violeta		
Anaranjado		
<b>Total</b>		

Cuello	
Hombros	
Brazos	
Codos	
Manos	
Dedos	
Torso	
Cintura	
Rodillias	
Piernas	
Tobillos	
Pies	
Cabeza	
Pelo	
Fronte	
Orejas	
Cejas	
Pestañas	
Ojos	
Mejillas	
Nariz	
Boca	
Dientes	
Lengua	
<b>Total</b>	

Escribir su nombre (Psicomotriz)

---

---

B. Dibujo de sí mismo \_\_\_\_/2

Dibujo de sí mismo \_\_\_\_/2 5 o más partes del cuerpo (cabeza, pierna, brazos, tronco, cara definida)  
2pts Cara solamente (ojos, boca, nariz) 1pt

Sigue el patrón: \_\_\_\_/1

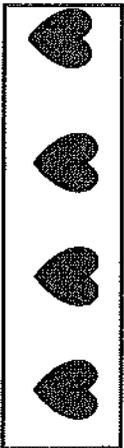


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---

Forma un conjunto de tres elementos: \_\_\_\_/1

Conjunto equivalente: \_\_\_/5  
Cuenta y para con el número



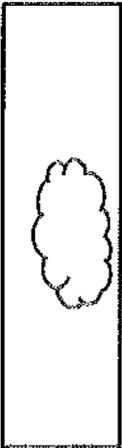
1



2



3

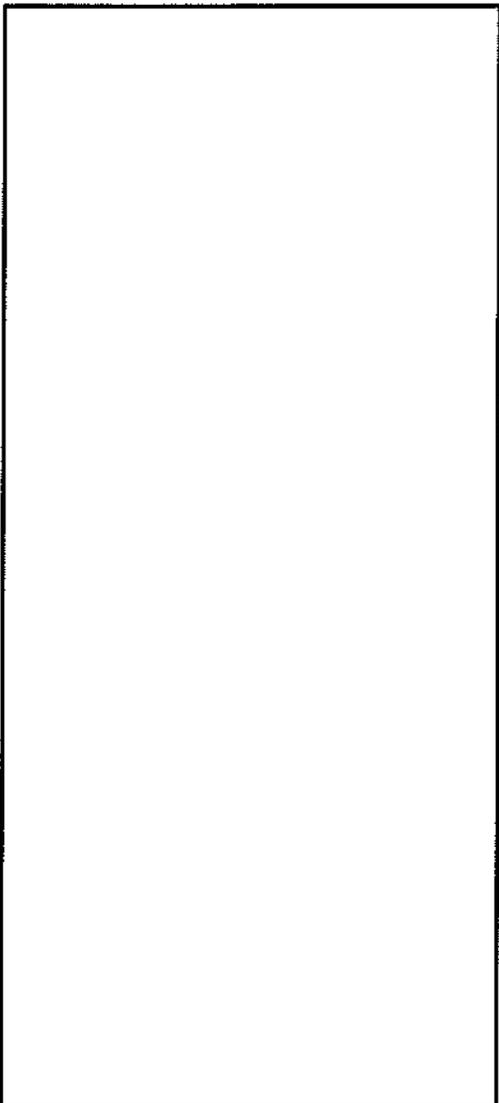


4



5

Colorea el rectángulo, recorta y pega dentro del recuadro

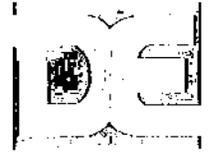






ESTADO LIBRE ASOCIADO DE  
PUERTO RICO  
DEPARTAMENTO DE EDUCACION

SECRETARÍA AUXILIAR DE SERVICIOS ACADÉMICOS  
PROGRAMA DE EDUCACIÓN PARA LA NIÑEZ



# Prueba Diagnóstica para el Pre kindergarten





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SECRETARÍA AUXILIAR DE SERVICIOS ACADÉMICOS  
PROGRAMA DE EDUCACIÓN PARA LA NIÑEZ

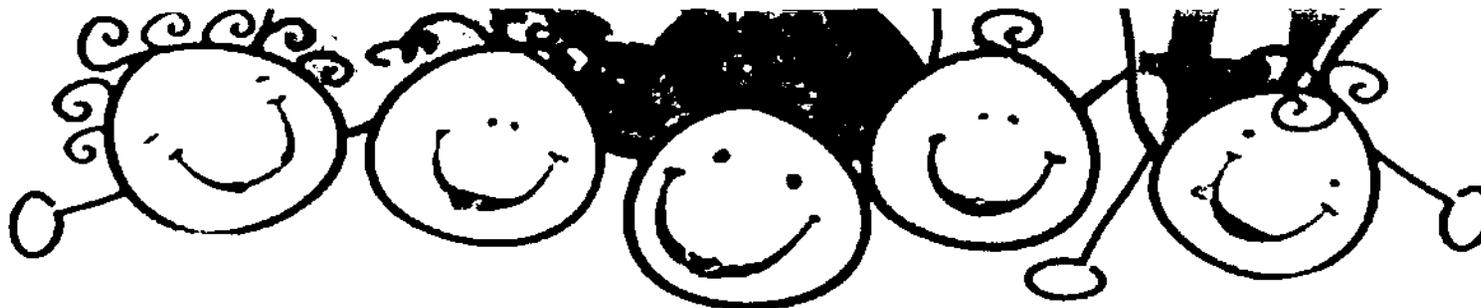


Este instrumento se utilizara para la administración la prueba diagnostica de pre kindergarten. Es importante que el maestro conozca el instrumento y sus componentes antes de administrarlo. Se recomienda imprimirlo a color en un papel grueso y luego laminarlo para mejor manejo y durabilidad.

Deberá tener todo los materiales necesarios al momento de la administración de la prueba.

Explique al estudiante el propósito de la prueba, invítelo a disfrutar el proceso.

Esta es la prueba diagnostica que se administrara durante la primera semana de clase en todos los salones de kindergarten de Puerto Rico. Este es un documento de trabajo que pertenece al Departamento de Educación y deberá ser trabajado al comienzo de cada curso escolar.



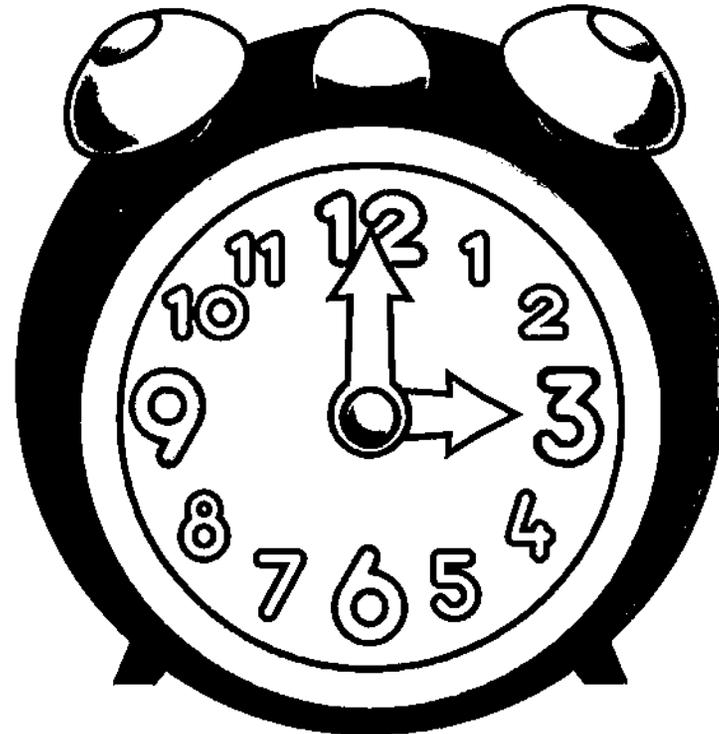
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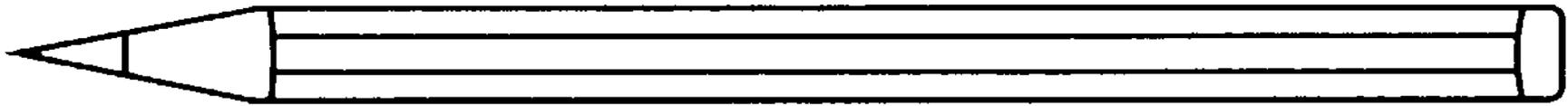
Page e555

¿Qué hora es?



¿Qué hora es? \_\_\_\_\_  
¿Como se llama la manecilla grande? \_\_\_\_\_  
¿ Como se llama la manecilla corta? \_\_\_\_\_

# Identifica el lápiz largo y el lápiz corto



Identifica la peinilla ancha y la peinilla estrecha



# Tamaño (grande, pequeño, mediano)



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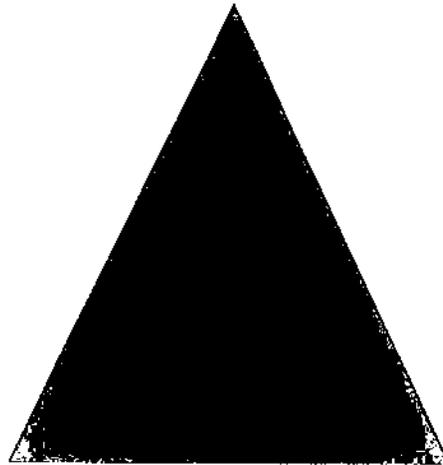
# Identifica la jirafa alta y la jirafa baja



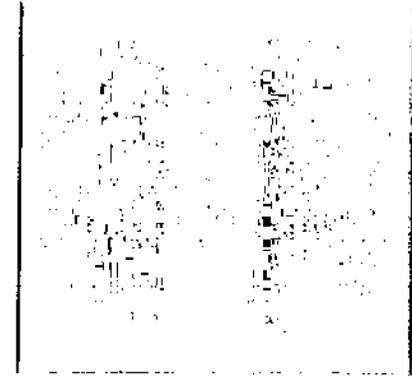
# Figuras planas



círculo



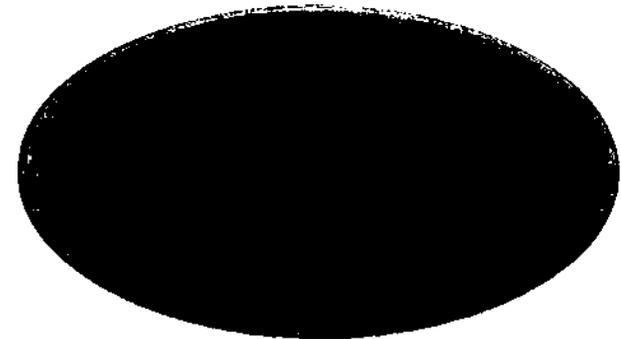
triángulo



cuadrado



rectángulo

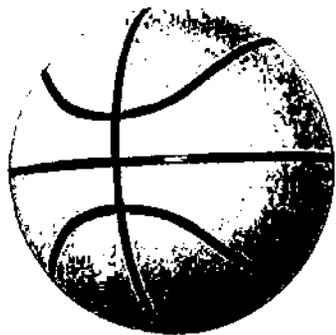
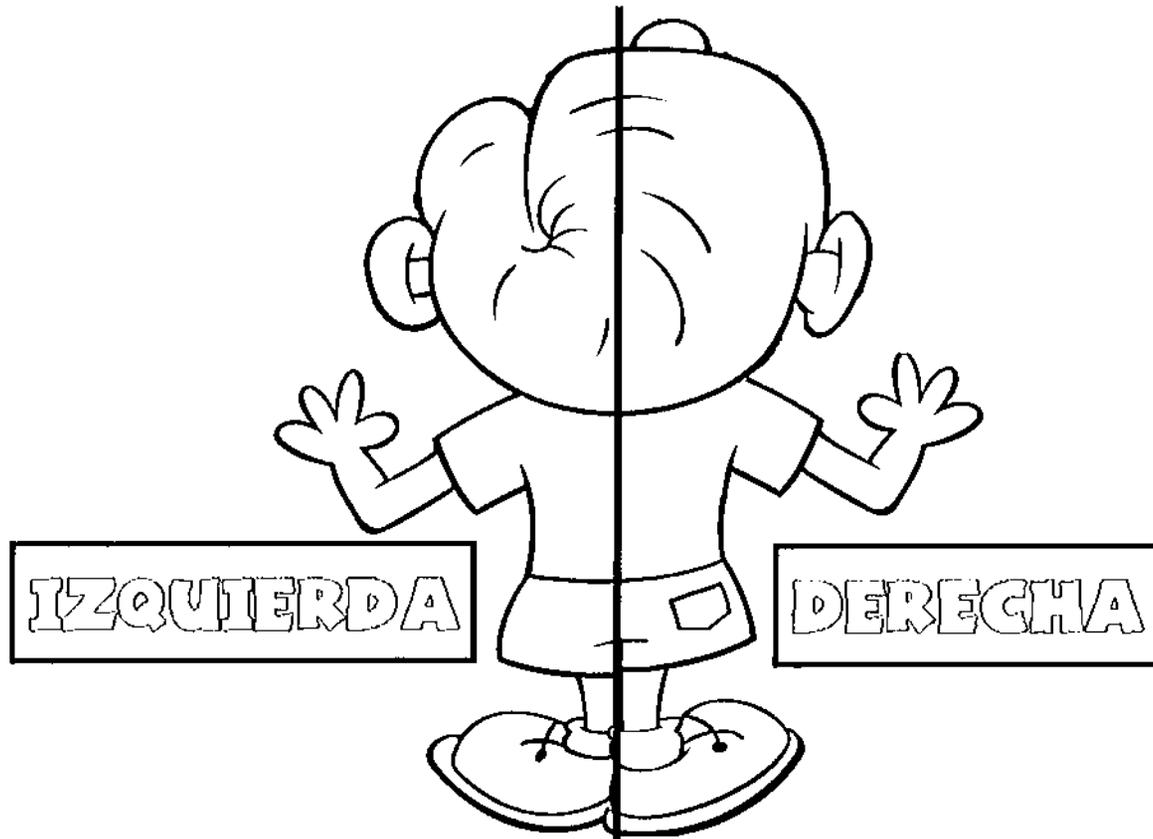


elipse

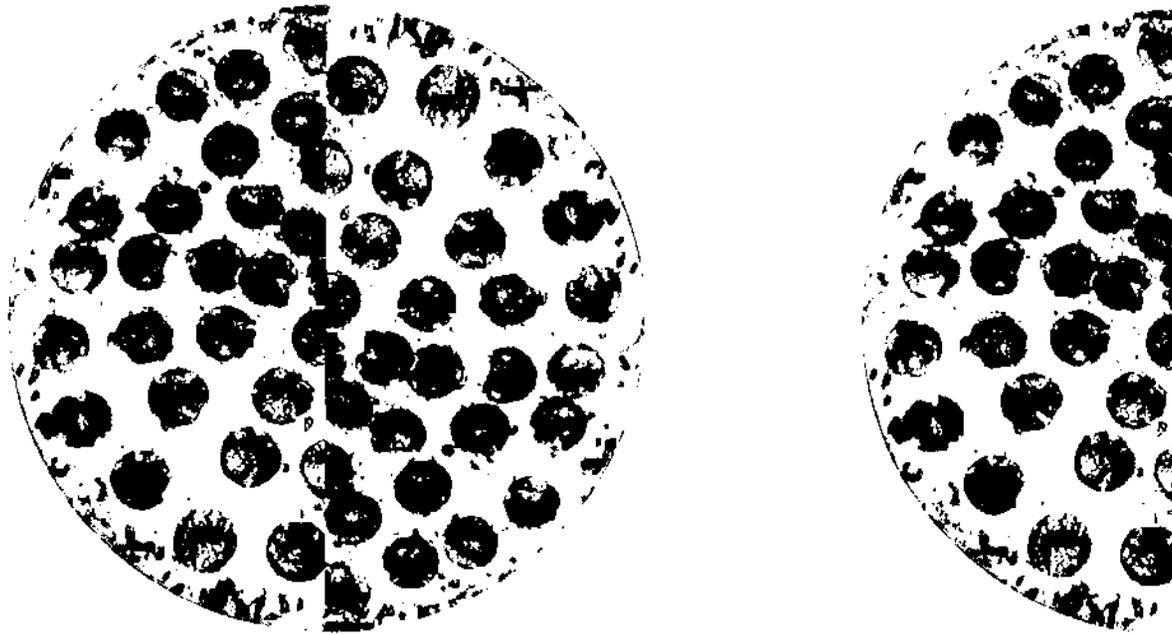
Identifica : el sol está arriba y las plantas está abajo



Identifica la derecha y la izquierda  
¿A qué lado del niño está la bola de baloncesto?  
¿A qué lado del niño está el pájaro azul?



# Identifica el entero y la mitad



# Identifica la letra indicada

A

U

I

a

e

E

U

O

i

o

# Identifica el sonido

A

U

I

a

e

E

U

O

i

o

# Dinero

Identifica el dinero  
(dólar, peseta, vellón, vellón de diez y centavo)



# Suma



1

+



1

=

\_\_\_\_\_

+

=

\_\_\_\_\_



2



+



1

=

\_\_\_\_\_

+

=

\_\_\_\_\_

# Resta



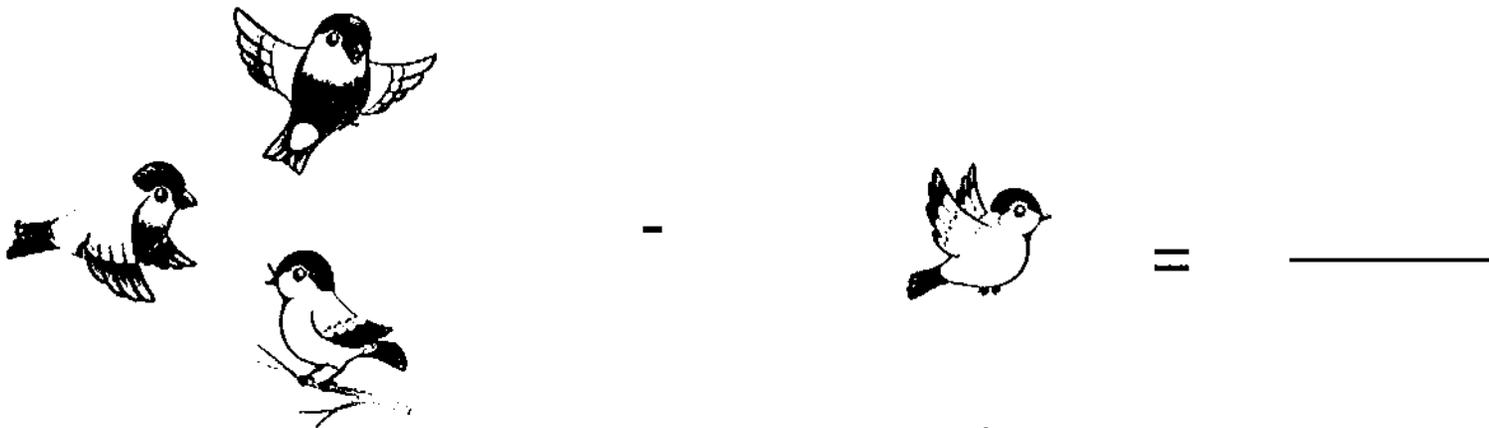
2

-

1

=

\_\_\_\_\_



3

-

1

=

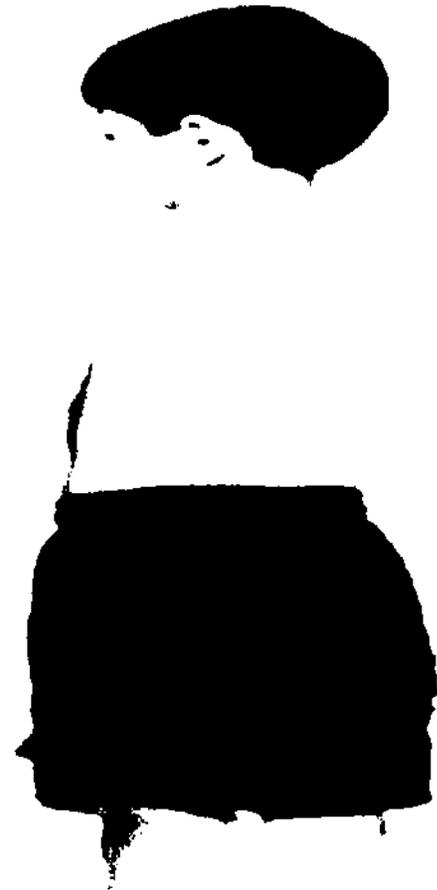
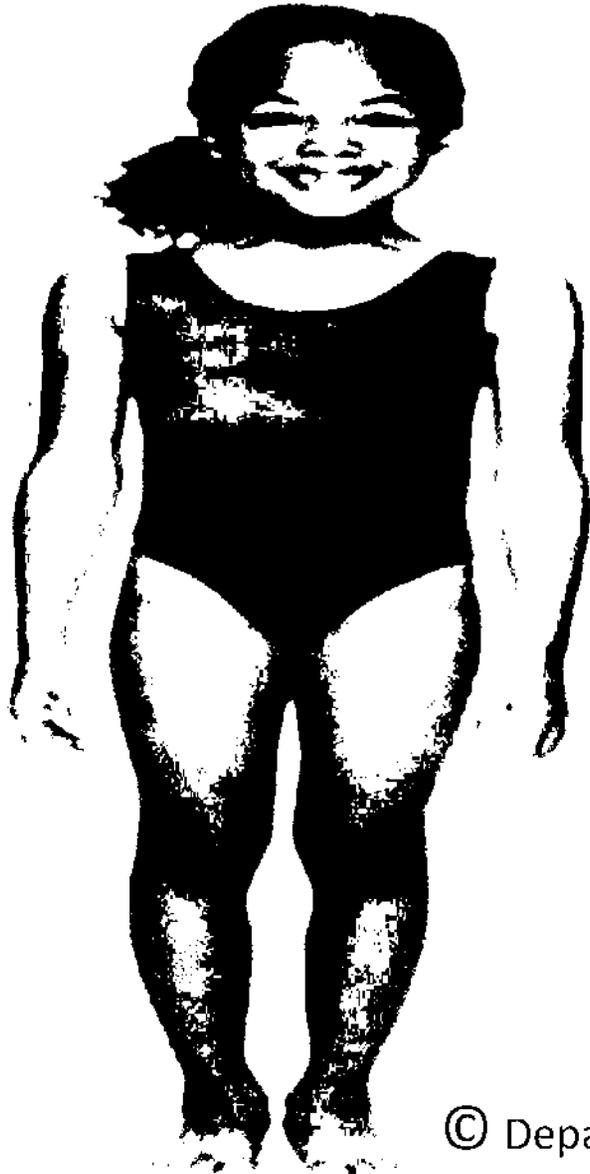
\_\_\_\_\_

# Cuenta los números en secuencia

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

# Identifica el números indicados

1	12	3	20	5
19	7	22	9	14
11	2	10	13	21
16	25	18	6	4
23	8	15	24	17



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**ESTADO LIBRE ASOCIADO DE PUERTO RICO  
DEPARTAMENTO DE EDUCACIÓN**

OFICINA DEL SECRETARIO

20 de julio de 2013

**CARTA CIRCULAR NÚM.: 15-2013-2014**

Subsecretarias, Secretaria Asociada de Educación Especial, Secretarías Auxiliares, Directora Ejecutiva del Instituto de Capacitación Administrativa y Asesoramiento a Escuelas, Directora del Instituto para el Desarrollo Profesional del Maestro, Directores de Oficinas, Programas y Divisiones, Directores de las Regiones Educativas, Supervisores Generales, Supervisores de Zona, Superintendentes de Escuelas a cargo de los Distritos Escolares, Superintendentes Auxiliares, Facilitadores Docentes, Directores de Escuela, Trabajadores Sociales Escolares, Consejeros Escolares, Maestros, Auxiliares de Servicios Generales del Proyecto CREMPE

**POLITICA PÚBLICA SOBRE LA INTEGRACIÓN ACTIVA DE MADRES, PADRES O ENCARGADOS EN LOS PROCESOS EDUCATIVOS EN LAS ESCUELAS DEL DEPARTAMENTO DE EDUCACIÓN**

La aspiración fundamental del Sistema de Educación Pública es alcanzar el desarrollo óptimo de todos sus estudiantes. Los elementos más importantes para la consecución de las metas programáticas de nuestro sistema educativo, se basan en una triada entre la escuela, madres, padres o encargados y maestros<sup>1</sup>. Para lograr estos objetivos, la familia debe tener un rol protagónico en la educación de sus hijos. La participación activa de los padres es, por tanto, fundamental en el desarrollo académico de sus hijos. Esta noción se fundamenta en la concepción de que cuando los padres se involucran de manera proactiva en la vida académica de sus hijos, estos derivan un sentido de seguridad, modelaje positivo y mejoran el desempeño académico, lo que facilita las labores y la convivencia en el contexto escolar (Epstein, 2001).

<sup>1</sup> **NOTA ACLARATORIA** – Para propósitos de carácter legal en relación con la Ley de Derechos Civiles de 1964, el uso de los términos secretario, subsecretario, secretario auxiliar, coordinador, director, superintendente, director regional, empleado, maestro, estudiante y cualquier otro que pueda hacer referencia a ambos sexos, incluye tanto el género masculino como el femenino, al igual que el término padres, incluye tanto madres, padres o encargados.

Para lograr estos objetivos, es necesario fortalecer la figura de los padres y apoderarlos como coprotagonistas de la gestión educativa. Es fundamental que los administradores y el personal escolar desarrollen estrategias efectivas, así como la implementación de las mejores prácticas en la atención a las necesidades e intereses de los padres y los estudiantes para el mejoramiento escolar.

## **I. BASE LEGAL**

A continuación se presentan las leyes estatales y federales que fundamentan esta Política Pública sobre la participación de las madres, padres o encargados en las escuelas del Departamento de Educación.

La **Ley 149-1999, según enmendada, conocida como la Ley Orgánica del Departamento de Educación de Puerto Rico** estipula en sus disposiciones generales que las escuelas pertenecen a las comunidades que sirven, que las madres, padres o encargados deben participar en su gobierno y se requiere alentar la participación de estos en la tarea educativa. De igual modo, establece los derechos, deberes y responsabilidades de los padres, madres y encargados.

Se establece la asistencia obligatoria de los estudiantes, cuya responsabilidad recae en sus madres, padres o encargados padres, según el:

### **Artículo 1.03 - Asistencia obligatoria a las escuelas (3 L.P.R.A. sec. 143b).**

- (a) La asistencia a las escuelas será obligatoria para los estudiantes entre cinco (5) a veintiún (21) años de edad, excepto los estudiantes de alto rendimiento académico y los que estén matriculados en algún programa de educación secundaria para adultos u otros programas que los preparen para ser readmitidos en las escuelas regulares diurnas o que hayan tomado el examen de equivalencia de escuela superior.

Los padres de los estudiantes, así como los representantes de la comunidad son parte fundamental en cada escuela, según se establece en:

### **Artículo 2.01- Definición y composición de la escuela. (3 L.P.R.A. sec. 143c) 7:**

La escuela es la unidad funcional del Sistema de Educación Pública de Puerto Rico. Está constituida por:

- a) los estudiantes.
- b) el componente académico, formado por maestros, el personal profesional de apoyo a la docencia y el director de la escuela.
- c) el componente gerencial, formado por funcionarios administrativos y empleados de oficina y de mantenimiento de la escuela.

- d) el componente externo, formado por los padres de los estudiantes y los representantes de la comunidad servida por la escuela.

En esta Ley se establece que cada escuela debe constituir un Consejo Escolar, en el cual estarán representados por diversos componentes, entre ellos, representantes de los padres y la comunidad. Algunas de las funciones del Consejo están relacionadas con la atención a las necesidades, problemas e intereses de los padres y los problemas de la comunidad.

**Artículo 2.21 - El Consejo Escolar - Funciones.** (3 L.P.R.A. sec. 143w).

El Consejo Escolar tendrá las siguientes funciones:

- a) Identificar y colaborar en la solución de los problemas de la comunidad y desarrollar programas de servicios dirigidos a la misma.  
...
- h) Elaborar con el Director un sistema para referir al Departamento de la Familia o a cualquier otra autoridad competente casos de maltrato de niños que se detecten en la escuela y darle seguimiento a los mismos.
- i) Asesorar al director sobre cualquier otro asunto relacionado con la escuela. El Consejo deberá crear grupos de trabajo y solicitar al Departamento el personal especializado que requiera para efectuar sus labores. Creará, además, un grupo constituido por los miembros representativos del personal docente para:
  - a) Asesorar al Director en la formulación del plan de estudios y del programa de actividades de la escuela.  
...
  - b) Colaborar con el Director en la preparación de programas para atender estudiantes con rezago académico y a estudiantes de alto rendimiento académico.

Se indica, además, en la Ley 149-1999, que las madres, padres o encargados colaborarán con las escuelas como voluntarios, entre otras gestiones, según se especifica en:

**Artículo 4.11 - Ciudadanos voluntarios.** (3 L.P.R.A. sec. 144x)

Los directores de escuelas, con la aprobación de los Consejos Escolares, mantendrán un registro de ciudadanos voluntarios dispuestos a prestar servicios no docentes a las escuelas, lo mismo que a ejercer funciones magisteriales durante horas del horario ampliado o en sustitución de maestros ausentes de sus clases...

## **La Ley 246 - 2011, Ley para la Seguridad, Bienestar y Protección de Menores**

Establece en sus disposiciones generales que aquella madre, padre o encargado que no cumpla con su deber de asistir a la escuela donde estudian sus hijos(as) para conocer su funcionamiento académico y social, podrán incurrir en negligencia según dispone la Ley en:

### **Artículo 3, inciso (z)**

Negligencia - tipo de maltrato que consiste en faltar a los deberes o dejar de ejercer las facultades de proveer adecuadamente los alimentos, ropa, albergue, educación o atención de salud a un menor; faltar al deber de supervisión; no visitar al menor o no haber mantenido contacto o comunicación frecuente con el menor. Asimismo, se considerará que un menor es víctima de negligencia si el padre, la madre o persona responsable del menor ha incurrido en la conducta descrita en el Artículo 166 A, incisos (3) y (4) del Código Civil de Puerto Rico.

### **Artículo 5.-Obligaciones de la familia, inciso (2) y (7) el cual establece que:**

...Son obligaciones de la familia para garantizar los derechos de los menores:

...

2. Participar en los espacios democráticos de discusión, diseño, formulación y ejecución de políticas, planes, programas y proyectos de interés para la infancia, la adolescencia y la familia.

...

7. Asegurarles desde su nacimiento el acceso a la educación y proveer las condiciones y medios para su adecuado desarrollo, garantizando su continuidad y permanencia en el ciclo educativo.

**Ley 134 – 1998** – es una disposición legal donde se establece tiempo a los padres para visitar la escuela de sus hijos.

**Artículo 1-** Todo empleado del Gobierno de Puerto Rico, incluyendo los que rinden servicios en departamentos y agencias de las Ramas Ejecutiva, Legislativa y Judicial, tendrá derecho a dos (2) horas laborables, sin reducción de paga ni de sus balances de licencias, durante el comienzo y final de cada semestre escolar, para comparecer a las instituciones educativas donde cursan estudios sus hijos y conocer sobre el aprovechamiento escolar de estos.

**Ley 195 - 2012**, conocida como, **La Carta de Derechos del Estudiante de Puerto Rico**, establece en el:

**Artículo 4, Inciso (8)**

Los padres o encargados de un menor tendrán la responsabilidad de mantener actualizada su información de contacto en caso de que las autoridades escolares tengan que comunicarse con ellos. Esta información incluirá, pero sin necesariamente limitarse a, dirección física de la residencia y/o lugar de trabajo de los padres, número de teléfono residencial, móvil o del lugar de trabajo de ambos padres, e información de contacto de algún familiar o persona de confianza de los padres, en caso de que sea imposible comunicarse de manera expedita con los padres en caso de emergencia...

**Ley Federal Ley 107-110, “Que Ningún Niño Quede Rezagado” (No Child Left Behind Act, NCLB)**

Dispone, como uno de sus principios fundamentales, que las madres, padres o encargados tengan mayor participación y poder decisonal; especialmente aquellos cuyos hijos asisten a escuelas de bajo aprovechamiento académico. Esta Ley requiere:

**a. Título I:**

**Informar a los padres y las madres** sobre el desarrollo educativo de sus hijos y si la escuela ha alcanzado las metas de “Progreso Anual Adecuado” (Adequate Yearly Progress o AYP) o si, por el contrario, es una escuela en Plan de Mejoramiento Escolar. La escuela informa a los padres sobre el desempeño estudiantil y si se han alcanzado o no las metas académicas.

**Libre Selección de Escuela (Public School Choice):** Las madres, padres o encargados de estudiantes matriculados en escuelas que reciben fondos Título I y han sido identificadas como escuelas en mejoramiento escolar tienen la opción de transferir a su hijo o hija a otra escuela del mismo distrito que no esté calificada como escuela en mejoramiento escolar.

**Escuela Pública Segura:** Opción de seleccionar escuelas públicas seguras, establecer un sistema uniforme de gestión y notificación para reunir información sobre la seguridad y el uso de drogas por los jóvenes en la escuela. Esta información debe hacerse pública, de modo que las familias, funcionarios de la escuela y otras personas interesadas puedan detectar problemas y ayudar a la solución de los mismos.

**Servicios Educativos Suplementarios:** Cada madre, padre o encargado tiene el derecho de escoger la compañía o entidad que servirá a su hijo

para la asistencia académica adicional cuando este asiste a una escuela que está en Plan de mejoramiento.

### **Carta de Derechos de las Madres, Padres o Encargados.**

#### **b. Título II:**

Derecho a solicitar información sobre las calificaciones profesionales de los maestros.

Creación de centros de aprendizaje comunitario.

#### **c. Título V:**

Establece el **Proyecto CREMPE (Centro de Recursos para Madres, Padres o Encargados)**: proyecto para ofrecer información, brindar recursos, capacitar, informar y apoyar a las familias e individuos que trabajan con las madres, padres o encargados.

#### **d. Título VI:**

Informar a los padres sobre el uso de los fondos asignados.

**Ley Núm. 51-1996:** conocida como **Servicios Educativos Integrales para Personas con Impedimentos**, según enmendada, se presenta aspectos relacionados con los derechos y deberes de los padres, en:

#### **Artículo 3 - Declaración de la Política Pública**

...

- (6) La participación de los padres en la toma de decisiones en todo proceso relacionado con sus hijos.

#### **Artículo 4 - Derechos y Responsabilidades**

- (A) Derecho de las personas con impedimentos – Toda persona con impedimento tendrá derecho a:

...

- j. Que sus padres o él mismo soliciten la remoción del expediente de documentos que puedan serles perjudiciales, con arreglo a la reclamación establecida.

- (B) Responsabilidades y derechos de los padres de las personas con impedimentos – Los derechos y obligaciones de los padres respecto a sus hijos, establecidos en el Código Civil de Puerto Rico.

Rico, no serán limitados por los derechos y obligaciones que se establecen en esta ley.

### **Artículo 7- Responsabilidades de las Agencias Gubernamentales**

...

- 6) Orientar a los familiares sobre sus derechos, responsabilidades y deberes en relación a las personas con impedimentos.

...

- 13) Facilitar la colaboración de los padres y la comunidad en el desarrollo de proyectos y servicios que beneficien a las personas con impedimentos.

### **Artículo 8 - Comité Consultivo**

(A) Composición-

...tres (3) de los diecinueve (19) miembros del Comité Consultivo serán padres de niños, niñas y jóvenes con impedimentos.

La Agenda Académica de la Agencia, en su sumario de metas estratégicas, establece:

**Meta 4: Integración eficiente de los estudiantes, madres, padres o encargados, maestros, directores de escuela, la comunidad, agencias gubernamentales, entidades sin fines de lucro y el sector privado.**

Objetivo 4.1 - Participación de los estudiantes, madres, padres o encargados, maestros, directores de escuela, la comunidad, agencias gubernamentales, entidades sin fines de lucro y el sector privado.

## **II. POLÍTICA PÚBLICA**

En cumplimiento con las disposiciones legales, así como las metas y objetivos del Departamento de Educación, se establece esta política pública sobre la participación de las madres, padres o encargado, utilizando como marco de referencia los *Estándares Nacionales para la Participación de los Padres y las Madres* (National Standards for Parental Involvement), basado en el modelo de Joyce Epstein (2008). Estos estándares constituyen una renovación del programa de colaboración familia-escuela con el propósito de ofrecer un proceso de seguimiento y evaluación de la participación de los padres en el sistema educativo. Este modelo establece seis estándares de colaboración entre la familia, la escuela y la comunidad.

## **ESTÁNDARES NACIONALES PARA LA PARTICIPACIÓN DE LOS PADRES Y LAS MADRES**

### **Estándar 1: La integración de la familia al entorno escolar**

Las familias se consideran participantes activos en la vida escolar y deben sentirse bienvenidos, valorados y conectados entre ellos, el personal escolar y los estudiantes.

**Meta 1:** Creación de un clima acogedor: Lograr que las familias tengan un sentido de pertenencia con la escuela, proveyéndoles un ambiente agradable.

**Meta 2:** Fomentar un clima escolar respetuoso e inclusivo: Las políticas y los programas escolares se basan en el respeto a la diversidad y diferencias de las familias.

### **Estándar 2: Comunicación Efectiva**

Las familias y el personal escolar establecen una comunicación efectiva.

**Meta 1:** Compartir información relevante y pertinente con la familia: Las escuelas mantienen a los padres informados sobre eventos, programas y otros asuntos importantes, facilitando la comunicación con los padres.

### **Estándar 3: Apoyar el éxito del estudiante**

El personal escolar colabora, sistemáticamente, con las familias en el fortalecimiento y aplicación de los conocimientos y aptitudes de sus hijos.

**Meta 1:** Compartir información sobre el progreso del estudiante: Apoyar a las familias en el desarrollo de las condiciones óptimas que aportan al logro académico de sus hijos.

**Meta 2:** Apoyar el aprendizaje, convirtiéndolos en participantes activos del aprendizaje de sus hijos: Apoyar a las familias para la adquisición de las destrezas sobre la crianza responsable, ofrecer educación a los padres sobre el desarrollo del niño y el adolescente.

### **Estándar 4: Apoderamiento de los padres**

Los padres se capacitarán en el acceso a las oportunidades de aprendizaje que apoyarán el éxito escolar de sus hijos.

**Meta 1:** Entender cómo funciona el sistema escolar: Los padres conocerán las normas de funcionamiento de la escuela, el distrito escolar y dependencias del

Departamento de Educación. Se orientarán sobre sus derechos y responsabilidades como padres.

**Meta 2:** Apoderar a las familias para que apoyen al éxito los miembros de la comunidad escolar. Los padres se capacitarán para dar seguimiento al progreso de sus hijos, en la meta de completar sus estudios de escuela superior, educación postsecundaria y obtener una carrera. De igual manera, se proveerá a los padres, métodos de educación alternos y destrezas de trabajo que les permitan convertirse en personas productivas, que sirvan de modelaje y motivación para sus hijos.

### **Estándar 5: Poder Compartido**

Las familias como participante activo en los Consejos Escolares, las organizaciones de padres, los comités de trabajo y en otros grupos que se establezcan en la escuela para fomentar la participación de los padres en la gestión educativa desde una perspectiva democrática.

**Meta 1:** Fortalecer la toma de decisiones de la familia en el ámbito escolar. Lograr que todas las familias se conviertan en socios de la toma decisional para el bienestar de sus hijos en la escuela.

**Meta 2:** Establecer redes de apoyo con las familias. Lograr que las familias puedan identificar y desarrollar relaciones o alianzas en beneficio de sus hijos.

### **Estándar 6: Colaborando con la comunidad escolar**

Las familias y el personal de la escuela establecen lazos de colaboración para maximizar la participación cívica, las oportunidades de aprendizaje y los servicios comunitarios.

**Meta 1:** Conectar la escuela con recursos comunitarios. Coordinar esfuerzos con la empresa privada, agencias gubernamentales, universidades y otros grupos para fortalecer los ofrecimientos escolares, las prácticas familiares y el logro académico de los estudiantes. Reclutar, orientar, capacitar y trabajar con los padres para que apoyen a la escuela en todas las actividades escolares. Esto incluye desde las labores puramente administrativas hasta aquellas relacionadas a las prácticas curriculares (tutorías, supervisión de tareas educativas y otras).

Se incluye una Guía de Evaluación de los Estándares Nacionales para la participación de los padres. (Anejo 6). Esta será administrada por el director, CREMPE y personal de apoyo, tres veces al año, a saber: (1) en la última semana de agosto, (2) última semana de enero, y (3) primera semana de mayo; con el fin de evaluar el progreso y cumplimiento de la escuela con estos. Los resultados de la evaluación, serán compartidos con todos los padres, madres o encargados de la comunidad escolar

mediante comunicación escrita, en asamblea o por comunicación a través de medios electrónicos.

### **III. ACTIVIDADES PARA FOMENTAR LA PARTICIPACIÓN DE LAS MADRES, PADRES O ENCARGADOS**

Se recomiendan las siguientes estrategias y actividades para la integración de las madres, padres o encargados:

1. Cada escuela diseñará un plan de capacitación continua para el personal escolar sobre estrategias de integración de las madres, padres o encargados en la escuela.
2. De una manera planificada y estructurada, el personal escolar estará disponible para atender las preocupaciones y sugerencias de las madres, padres o encargados en relación a la educación de sus hijos.
3. Por lo menos una vez al semestre, las madres, padres o encargados recibirán orientación sobre su participación en el desarrollo de destrezas académicas, sociales, desarrollo físico y emocional de sus hijos.
4. Se sugieren los siguientes temas para la capacitación de los padres:
  - a. Divulgación y orientación sobre estatutos que promueven la participación de la familia
  - b. Programa de Educación Especial
  - c. Derechos y responsabilidades de la familia
  - d. Apoyo al desarrollo académico de sus hijos
  - e. Organización escolar
  - f. Apoderamiento en la comunidad escolar
  - g. Participación en los Consejos Escolares
  - h. Estrategias para lograr la integración de las madres, padres o encargados en la escuela
  - i. Comunicación efectiva
  - j. Uso de la tecnología
  - k. Alfabetización de adultos
  - l. Otros asuntos pertinentes a las comunidades escolares
5. En el calendario de actividades de cada núcleo escolar se especificará el plan de evaluación y los indicadores de aprovechamiento académico de sus hijos, de manera que se puedan identificar áreas de fortaleza y aquellas que necesitan refuerzo.
6. Los padres recibirán los resultados de progreso académico de sus hijos, así como la explicación de estos, en un lenguaje claro y preciso.

7. Los padres tendrán acceso a los resultados de las pruebas estandarizadas, tasas de retención y graduación, preparación profesional de los docentes, proyectos desarrollados en la escuela y perfil de logros de los estudiantes, planes de trabajo, entre otros asuntos relevantes.
8. Los padres recibirán información actualizada, clara y precisa sobre las leyes, prácticas y servicios disponibles en la escuela.
9. El personal escolar ofrecerá servicios de apoyo a las madres, padres o encargados respecto al desarrollo personal y académico de sus hijos.
10. De contar con los recursos, toda la información, guías de orientación, materiales didácticos y recursos estarán disponibles en formatos impresos y digitales para facilitar su acceso a los padres.
11. El Consejo Escolar tomará en consideración las sugerencias de las madres, padres o encargados para mejorar los ambientes de aprendizaje escolar y el diseño de programas de enriquecimiento educativo; además, consideran los resultados obtenidos en la Guía de Evaluación de Estándares Nacionales. (Anejo 6).
12. La participación de los padres en los procesos de toma de decisiones se enmarcará en la investigación, análisis y la reflexión crítica de las situaciones pertinentes y particulares de la comunidad escolar.
13. Se debe fomentar el intercambio de experiencias entre padres, con el propósito de crear grupos de apoyo que contribuyan en el aprendizaje de sus hijos.
14. Cada comunidad escolar, promoverá el quehacer cultural y social de sus miembros, con el objetivo de lograr la integración entre los diversos componentes.
15. El personal escolar evaluará, sistemáticamente, la efectividad de las actividades desarrolladas para fomentar la participación de los padres en coordinación con el Consejo de Padres y el Centro de Recursos para Madres, Padres o Encargados (CREMPE), utilizando la Guía de Evaluación de Estándares Nacionales.

#### **IV. RESPONSABILIDADES DE LOS DIFERENTES NIVELES OPERACIONALES**

##### **A. Secretaría Auxiliar de Servicios de Ayuda al Estudiante**

1. Esta Secretaría, a través del Programa de Trabajo Social, es responsable de:

- a. Revisar la política pública sobre la integración activa de madres, padres o encargados en los procesos educativos en las escuelas del Departamento de Educación.
- b. Servir de enlace con el Comité Asesor del Secretario, CREMPE y otras agrupaciones de padres.
- c. Colaborar en la divulgación de la política pública sobre la integración de los padres.
- d. Diseñar, desarrollar e implementar el Plan de Trabajo de la integración de los padres de los diferentes niveles operacionales del sistema educativo.
- e. Coordinar, planificar, dar seguimiento y evaluar las gestiones realizadas por los Centros de Recurso para Madres, Padres o Encargados (CREMPE) y otras relacionadas con la integración de padres.
- f. Proveer capacitación y asistencia técnica a CREMPE.
- g. Monitorear la labor realizada en cada región, distritos y escuelas relacionada a la integración de los padres.

## **B. Regiones Educativas**

- a. Constituir el Comité Asesor de Madres, Padres o Encargados en el nivel regional.
- b. Divulgar la política pública sobre la integración de los padres.
- c. Diseñar, desarrollar e implantar el plan de trabajo sobre la integración de los padres.
- d. Coordinar, planificar, dar seguimiento y evaluar las gestiones realizadas por el Centro de Recursos para Madres, Padres o Encargados (CREMPE) de su región y escuelas del distrito.
- e. Proveer capacitación y asistencia técnica a CREMPE.
- f. Desarrollar estrategias y actividades en la que los padres colaborarán en beneficio de las comunidades escolares.
- g. Monitorear la labor realizada sobre la participación e integración de los padres en cada escuela de su región.
- h. Rendir informes, así como otras tareas relacionadas.

## **C. Distritos**

- a. Diseñar, desarrollar e implantar el plan de trabajo sobre la integración de los padres de las escuelas a cargo.
- b. Constituir el Comité Asesor de Madres, Padres o Encargados a nivel distrital.
- c. Divulgar la política pública sobre la integración de los padres.
- d. Coordinar, planificar, dar seguimiento y evaluar las gestiones realizadas por el Centro de Recurso para Madres, Padres o Encargados (CREMPE) de las escuelas del distrito.

- e. Proveer capacitación y asistencia técnica a CREMPE, al igual que al personal de las escuelas que así lo soliciten.
- f. Desarrollar estrategias y actividades en la que los padres colaborarán en beneficio de las comunidades escolares de su distrito.
- g. Monitorear la labor realizada sobre la participación e integración de los padres en cada escuela.
- h. Rendir informes según solicitado, así como otras tareas relacionadas.

#### **D. Escuelas**

- a. Constituir el Comité Asesor de Madres, Padres o Encargados de la escuela.
- b. Divulgar la política pública sobre la integración de los padres.
- c. Diseñar, desarrollar e implantar el plan de trabajo sobre la integración de los padres de la escuela.
- d. coordinar, planificar, dar seguimiento y evaluar las gestiones realizadas por el Centro de Recurso para Madres, Padres o Encargados (CREMPE) de su escuela.
- e. Proveer capacitación y asistencia técnica a CREMPE y del personal de la escuela que así lo soliciten.
- f. Desarrollar estrategias y actividades en las que los padres colaborarán en beneficio de la comunidad escolar.
- g. Mantener y documentar la labor realizada sobre la participación e integración de los padres en la escuela.
- h. Rendir informes según solicitado, así como otras tareas relacionadas.

#### **V. PLAN DE TRABAJO**

Cada escuela desarrollará un plan de trabajo sobre la participación de las madres, padres o encargados, cónsono con esta Carta Circular. El Plan de Trabajo describe las guías que se utilizarán para promover experiencias efectivas para la participación de las madres, padres o encargados en la formación académica y personal de los estudiantes.

Parte esencial de este plan de trabajo es el desarrollo de actividades relacionadas con los asuntos que se enumeran a continuación y fija las responsabilidades compartidas entre la escuela y las madres, padres o encargados para mejorar el aprovechamiento académico de todos los estudiantes. Estos documentos se entregarán al inicio del año escolar:

1. Derecho de las Madres, Padres o Encargados (Anejo 1)
2. Deberes de las Madres, Padres o Encargados (Anejo 2)

### 3. Compromiso de las Madres, Padres y Encargado (Anejo 3)

Al finalizar cada año escolar, las madres, padres o encargados participarán en la evaluación de este plan para revisarlo y modificarlo, si fuese necesario.

Con esta Política Pública, se aspira que los padres, la familia y la escuela tengan un rol protagónico en la educación de los estudiantes del sistema educativo.

Esta Carta Circular deja sin efecto las disposiciones de cualquier otro documento que esté en conflicto, en su totalidad o parcialmente, con las directrices que aquí se establecen.

Cordialmente,



Prof. Rafael Román Meléndez  
Secretario



**ESTADO LIBRE ASOCIADO DE PUERTO RICO  
DEPARTAMENTO DE EDUCACIÓN**

**DERECHO DE LAS MADRES, PADRES O ENCARGADOS**

Nombre \_\_\_\_\_  
(madre, padre o encargado)

Fecha \_\_\_\_\_  
Nombre hijo(a) \_\_\_\_\_

**Toda madre, padre o encargado tiene derecho a:**

- Que sus hijos e hijas reciban una educación de excelencia que propicie el desarrollo de su personalidad y de sus capacidades intelectuales, el fortalecimiento de su ser y de su libertad fundamental.
- Participar en todas actividades de la comunidad escolar.
- Conocer y ser orientado sobre los criterios y el proceso de evaluación sobre el cual se calificará la tarea académica. También tiene derecho a que se le mantenga informado de las calificaciones de sus hijos y de los resultados de las Pruebas Puertorriqueñas de Aprovechamiento Académico (PPAA).
- Expresar sus opiniones y a ser escuchado por los demás miembros de la comunidad escolar sobre todos los asuntos concernientes al proceso de aprendizaje de sus hijos e hijas.
- Conocer y ser orientado sobre los requisitos de las leyes estatales y federales: Ley 149-1999, NCLB Act-2001, Ley 51-1996: IDEA, y otras disposiciones importantes que impactan la tarea educativa. Además, tiene el derecho a ser informado sobre los procesos de gestión escolar y a recibir todas las notificaciones que se especifiquen en las leyes.
- Matricular a sus hijos e hijas en escuelas calificadas con alto aprovechamiento académico.
- Participar en todo lo relacionado con el Programa de Educación Especial, Servicios Educativos Suplementarios, Programas de Aprendizaje en Inglés, y Educación de Niños Desamparados (“Homeless Education”), entre otros.
- Recibir de las autoridades escolares las certificaciones relacionadas con las tareas académicas y de conducta de sus hijos e hijas.
- Acceder a los expedientes de sus hijos e hijas, y que estos se manejen confidencialmente.
- Conocer la preparación profesional de los maestros a cargo del proceso de enseñanza y aprendizaje de sus hijos e hijas.
- Dos (2) horas laborables al principio y final de cada semestre escolar, sin reducción de paga o privilegios, para visitar las escuelas de sus hijos y conocer del aprovechamiento escolar de estos, según la Ley # 134-1998. Este derecho aplica a todos las Madres, los Padres o Encargados que tienen hijos (as), matriculados en escuelas públicas y que son empleados públicos de Puerto Rico, incluyendo los que rinden servicios en Departamentos y Agencias de las ramas Ejecutivas, Legislativas y Judicial.



**ESTADO LIBRE ASOCIADO DE PUERTO RICO  
DEPARTAMENTO DE EDUCACIÓN**

**DERECHO DE LAS MADRES, PADRES O ENCARGADOS**

Nombre \_\_\_\_\_  
(madre, padre o encargado)

Fecha \_\_\_\_\_  
Nombre hijo(a) \_\_\_\_\_

**DEBERES DE LAS MADRES, PADRES O ENCARGADOS**

Toda madre, padre o encargado tiene el deber de:

- Asumir un rol participativo en la educación de sus hijos e hijas.
- Asumir la responsabilidad por el aprendizaje y formación de cada uno de sus hijos e hijas.
- Respetar las leyes y reglamentos escolares vinculados con la educación de sus hijos e hijas.
- Fomentar el respeto por los códigos de conducta establecidos por la escuela y respetar las normas disciplinarias establecidas por los maestros en los procesos educativos.
- Fomentar el respeto por la propiedad pública escolar y asumir la responsabilidad por los daños a los materiales didácticos y a la propiedad en que incurrirán sus hijos e hijas.
- Colaborar en todas las actividades de la comunidad escolar.
- Asistir con puntualidad y regularidad a todas las reuniones convocadas por la escuela para discutir el aprovechamiento académico de sus hijos e hijas. Si no puede asistir, se mantendrá en comunicación con los funcionarios de la escuela.
- Divulgar las experiencias educativas que se promueven en la escuela.
- Fomentar el uso adecuado de Internet y asegurarse de que sus hijos e hijas respeten el Manual de Política sobre Uso Aceptable de Internet en las Escuelas Públicas de Puerto Rico.
- Comunicar adecuadamente a los miembros de la comunidad escolar sus preocupaciones en torno a los asuntos relacionados con las situaciones y actividades vinculadas al aprovechamiento académico de sus hijos.
- Establecer lazos de colaboración entre el hogar, la escuela y la comunidad.
- Asumir el rol participativo en las organizaciones del colectivo de madres, padres o encargados.
- Asistir a la escuela donde estudian sus hijos(as) para conocer su funcionamiento académico y social, según dispone la Ley #246 -2011, Ley para la Seguridad, Bienestar y Protección de Menores y otras disposiciones legales.
- Mantener actualizada toda la información requerida y datos necesarios en caso de que las autoridades escolares tengan que comunicarse con ellos, según dispone la Carta de Derecho del Estudiante de Puerto Rico (Ley # 195 - 2012).



**ESTADO LIBRE ASOCIADO DE PUERTO RICO  
DEPARTAMENTO DE EDUCACIÓN**

Nombre \_\_\_\_\_  
(madre, padre o encargado)

Nombre hijo(a) \_\_\_\_\_  
Grado \_\_\_\_\_

**“Valoro la Educación de mi Hijo(a)”  
Compromiso de las Madres, Padres y Encargado**

Yo, como (madre, padre o encargado), me comprometo a:

- Compartir el compromiso de su educación.
- Lograr que asista con responsabilidad y a tiempo a clases.
- Recoger todos los Informes de Progreso Académico hijo o hija.
- Participar al menos (4) actividades de la escuela durante el año escolar, tales como, pero sin limitarse a:
  - Asamblea de Inicio, Medios y Final de Curso Escolar
  - Servicio voluntario
  - Actividades socioculturales
  - Talleres, conferencias, adiestramientos coordinados por la escuela
- Proveer un ambiente en mi hogar que estimule a mi hijo o hija el deseo de estudiar, aprender y compartir sus experiencias.
- Dar seguimiento al progreso académico de mi hijo o hija.
- Colaborar y fomentar un ambiente de respeto en la escuela.
- Comunicarme regularmente con los maestros de mis hijos o hijas para conocer su funcionamiento académico y social.
- Ayudar a mi hijo o hija para que pueda convertirse en un ciudadano responsable que asuma el compromiso de su educación.
- Mantener la información actualizada de contacto en caso de que las autoridades escolares tengan que comunicarse con mi persona.
- Compartir el orgullo de pertenecer a esta escuela.

\_\_\_\_\_  
Firma de Madre, Padre o Encargado

\_\_\_\_\_  
Fecha



**ESTADO LIBRE ASOCIADO DE PUERTO RICO  
DEPARTAMENTO DE EDUCACIÓN**

**INICIATIVA DE PROMOCIÓN PARTICIPACIÓN DE PADRES  
Y MADRES EN LAS ESCUELAS**

**Meta:** Ampliar y facilitar servicios de apoyo, para desarrollar destrezas sociales que aumente la retención y el aprovechamiento académico, con el fin de que los estudiantes puedan desempeñarse positivamente en la sociedad, reconociendo la participación de los padres en los métodos educativos y actividades escolares de sus hijos.

**Objetivo:** Al terminar el año escolar 2013-14, las escuelas ampliarán, en un 30%, la participación de las madres, padres o encargados en los procesos y actividades académicas que impactan a sus hijos e hijas evidenciado por el por ciento de participación de estos en las visitas a reuniones con maestros, entrega de notas, integración en organizaciones de padres y madres (Centro de Recursos para Madres, Padres o Encargados en las escuelas), los comités de trabajo y en otros grupos que se establezcan en las escuelas.

<b>Objetivo operacional</b>	<b>Estrategias y Actividades</b>	<b>Recursos</b>	<b>Indicadores de Logros Cuantitativos</b>	<b>Indicadores de Logros Cualitativos</b>
<p>Promover y asegurar la participación activa de las madres, los padres o encargados para cumplir con las responsabilidades escolares con sus hijos e hijas.</p>	<p>1. Implementar en el Departamento de Educación, en forma continua y consistente:</p> <ul style="list-style-type: none"> <li>- Divulgación sobre la Política Publica de participación de madres, padres y encargados en las escuelas del DE.</li> <li>- Provocar que las madres, padres y encargados completen el documento "<b>Valoro la Educación de Mi Hijo e Hija</b>".</li> <li>- Llevar un Registro Digital que contabilice las visitas de las madres, padres y</li> </ul>	<p>Componente de las escuelas: Director(a), Personal de Apoyo (Trabajadores Sociales, Consejeros, Bibliotecarios), Maestros(as), Consejo Escolar.</p>	<p>Número y porcentaje de padres y personal impactados.</p>	<p>Buzón de Sugerencias  Hojas de evaluación</p>

Objetivo operacional	Estrategias y Actividades	Recursos	Indicadores de Logros Cuantitativos	Indicadores de Logros Cualitativos
	<p>encargados, en actividades como: Asamblea General, entrega de notas, talleres, labor voluntaria, otras actividades.</p> <ul style="list-style-type: none"> <li>- Establecer Políticas de horarios flexibles en las escuelas para la realización de dichas actividades.</li> <li>- Realizar "Casa Abiertas" para divulgar servicios que se ofrecen en la escuela y las actividades proyectadas.</li> <li>- Crear espacios en las escuelas para que las madres, padres y encargados tengan sentido de pertenencia y reconozcan que son parte vital en el núcleo escolar.</li> </ul>			
<p>Promover y asegurar la participación activa de las madres, los padres o encargados para cumplir con las responsabilidades escolares con sus hijos e hijas.</p>	<p>2. Implementar, en coordinación con el Departamento de la Familia:</p> <ul style="list-style-type: none"> <li>- <i>Escuelas para la Convivencia y la Crianza</i> (en horarios flexibles).</li> <li>- Diseño, administración y análisis y actualización de un estudio de necesidades para padres.</li> </ul>	<p>Recursos del Departamento de la Familia</p> <p>Personal de Departamento de la Familia y Departamento de Educación</p>	<p>Número y porcentaje de padres y personal impactados.</p>	<p>Cambios favorables expresados por los participantes.</p> <p>Hojas de asistencia</p> <p>Hojas de evaluación</p> <p>Comentarios verbales y/o escritos</p>



<b>Objetivo operacional</b>	<b>Estrategias y Actividades</b>	<b>Recursos</b>	<b>Indicadores de Logros Cuantitativos</b>	<b>Indicadores de Logros Cualitativos</b>
<p>Promover y Asegurar la Participación activa de las madres, los padres y encargados para cumplir con las responsabilidades escolares con sus hijos e hijas.</p>	<p>3. Campaña para la Divulgación de mensajes positivos sobre la responsabilidad escolar:</p> <ul style="list-style-type: none"> <li>- Anuncios radiales, televisivos, periódicos, hojas sueltas, <i>billboards</i>.</li> </ul> <p>4. Establecer sistema de incentivos y penalidades:</p> <ul style="list-style-type: none"> <li>- Sistema de puntuación para otorgar reconocimiento a "Familias Exitosas" mediante vales para participar en actividades culturales, adquirir libros de interés, visitas a lugares de interés, entre otros.</li> <li>- Establecer alianzas de canjeo de materiales educativo o comestible con comercios puertorriqueños para que los padres puedan redimir una vez cumplan con todo los compromisos establecidos anteriormente.</li> </ul>	<p>Acuerdos Colaborativos con entidades privadas: Ejemplo: Goya, Univisión, Universidades</p>	<p>Cantidad de anuncios preparados y divulgados.</p> <p>Participación de las madres, padres y encargados en asuntos de las escuelas de sus hijos e hijas.</p>	
<p>Promover y Asegurar la Participación activa de las madres, los padres y encargados para cumplir con las responsabilidades escolares con su hijos e hijas</p>	<p>5. Medición de Efectividad:</p> <ul style="list-style-type: none"> <li>- Evaluación del alcance de las estrategias y actividades desarrolladas.</li> </ul>	<p>Personal asignado en Familia y Educación</p>	<p>Número de actividades realizadas y participantes</p>	<p>Cambios de actitudes en forma positiva</p>



**ESTADO LIBRE ASOCIADO DE PUERTO RICO  
DEPARTAMENTO DE EDUCACIÓN**

**PLAN DE TRABAJO PARA LA IMPLEMENTACIÓN DE LA POLÍTICA PÚBLICA SOBRE  
LA PARTICIPACIÓN DE MADRES, PADRES O ENCARGADOS**

AMBITOS DE PARTICIPACION	ESTRATEGIAS/ACTIVIDADES (REGION EDUCATIVA/DISTRITO/ESCUELA)	PERSONA RESPONSABLE (DISTRITO / ESCUELA)	EVALUACION	CUMPLIMIENTO LEGAL
<b>A. DESARROLLO PERSONAL Y ACADEMICO</b>  (ESTANDAR III Y ESTANDAR IV)				
<b>B. COMUNICACIÓN EFECTIVA Y GESTION ESCOLAR</b>  (ESTANDAR I ESTANDAR II Y ESTANDAR V)				
<b>C. COLABORACIÓN CON LA ESCUELA Y LA COMUNIDAD</b>  (ESTANDAR V Y ESTANDAR VI)				
<b>D. OTROS</b>				



**ESTADO LIBRE ASOCIADO DE PUERTO RICO  
DEPARTAMENTO DE EDUCACIÓN**

**LISTA DE ACTIVIDADES A DESARROLLAR EN LAS ESCUELAS PARA MANTENER  
INFORMADOS A LAS MADRES, PADRES O ENCARGADOS DE LAS ESCUELAS  
PARTICIPANTES EN EL PROGRAMA DE TÍTULO I**

<b>REQUISITO</b>	<b>OFICINA REPOSABLE</b>	<b>FECHA DE VENCIMIENTO</b>
1. Informe del progreso anual adecuado de la escuela.	Oficina Central, Escuela	Julio
2. Carta de notificación del estatus de la escuela para escuela en Mejoramiento Escolar.	Escuela	Julio
3. Firma de Acuerdos entre Miembros de la Comunidad Escolar.	Escuela	Agosto
4. Convocatoria a Asamblea de Padres para divulgación de los ofrecimientos de la escuela y el Programa de Título I-Parte A.	Escuela	Agosto
5. Cuestionario sobre el idioma usado en el Hogar ( <i>Home Language Survey</i> ).	Escuela	Agosto
6. Guía de Evaluación de Estándares Nacionales a Padres, Madres o Encargados.	CREMPE, Escuela	Agosto, enero y mayo
7. Plan de acción para las escuelas identificadas en Mejoramiento Escolar, Plan Correctivo, Reestructuración o Proyecto Especial.	Oficina Central, Región, Escuela	Comienza en agosto y continúa durante el año
8. Solicitudes de Libre Selección de Escuelas en los distritos escolares del DE ( <i>Public School Choice</i> ).	Escuela	Septiembre
9. Notificación sobre maestros que no están altamente calificados.	Escuela	octubre Continúa durante el año escolar
10. Inicio de los Servicios Educativos Suplementarios	Oficina Central, Región, Escuela	Octubre
11. Divulgación de las claves de acceso de los padres a los informes individuales de aprovechamiento académico a través del Sistema de Información Estudiantil (SIE).	Escuela	octubre y durante el año escolar

REQUISITO	OFICINA RESPONSABLE	FECHA DE VENCIMIENTO
12. Procedimiento y normas de funcionamiento de visita de madres, padres o encargados a la escuela.	Escuela	Durante el año escolar
13. Adiestramientos, talleres y orientaciones para madres, padres o encargados.	Escuela, CREMPE	Durante el año escolar
14. Informe de Progreso Académico.	Escuela	diciembre y mayo
15. Notificación y asesoramiento a madres, padres o encargados cuyos hijos no son hispanoparlantes.	Escuela	Durante el año escolar
16. Notificación y asesoramiento a madres, padres o encargados que tienen hijos o hijas con impedimentos.	Escuela	Durante el año escolar
17. Acceso al Reglamento Escolar, Documento de Organización Escolar, Plan Comprensivo Escolar y otros documentos relevantes sobre la escuela.	Escuela	Durante el Año escolar
18. Proceso administrativo de monitoria escolar.	Oficina Central, Región	Durante el año escolar
19. Proceso de transición para estudiantes participantes de los Programas <i>Early Head Start, Event Start, Head Start</i> y otros.	Escuela	Durante el año escolar
20. Congreso para Madres, Padres o Encargados.	Secretaría de Servicios de Ayuda al Estudiante	Mayo.
21. Otras actividades, según disponga el Consejo Escolar, el director de escuela o los diferentes niveles del sistema educativo.	Oficina Central, Región, Escuela	Durante el año escolar



**ESTADO LIBRE ASOCIADO DE PUERTO RICO  
DEPARTAMENTO DE EDUCACIÓN**

**Guía de Evaluación de Estándares Nacionales de Participación de la Familia en la Escuela**

**Estándar 1: La integración de la familia al entorno escolar**

Las familias se consideran participantes activos en la vida escolar y deben sentirse bienvenidos, valorados y conectados entre ellos, el personal escolar y los estudiantes.

- **Meta 1:** Creación de un clima acogedor: Lograr que las familias tengan un sentido de pertenencia con la escuela, proveyéndoseles un ambiente agradable.
- **Meta 2:** Fomentar un clima escolar respetuoso e inclusivo: Las políticas y los programas escolares se basan en el respeto a la diversidad y diferencias de las familias.

Indicadores	Calidad de la Implementación			Nivel de cumplimiento actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
Desarrollo de relaciones personales	Familias voluntarias de diversas comunidades y trasfondos se adiestran para servir como mentores para promover que otros padres se involucren en la	El Consejo de Padres, CREMPE o cualquier otro grupo de padres voluntarios, trabajan en la escuela para ofrecer información y apoyo a padres	Las familias son recibidas de manera adecuada por padres voluntarios o empleados designados, en un espacio apropiado para ofrecer información y dirigirlos hacia el personal de	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

Indicadores	Calidad de la Implementación			Nivel de cumplimiento actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
	escuela.  <i>Ejemplos:</i> El Consejo de Padres, CREMPE, invita a los padres a la escuela para participar de reuniones, ofrecen transportación a las actividades, reciben a los padres en la entrada del plantel.	y estudiantes.  <i>Ejemplos:</i> Existe un área de confraternización designada para padres y personal escolar.	facultad adecuado. Se valida la diversidad cultural de la población escolar.  <i>Ejemplos:</i> La información es provista de modo simple y claro. Se le ofrece al padre un recorrido para que conozca las instalaciones del plantel. Se atienden las necesidades de familias de otros países y culturas.	

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Creación de una atmósfera agradable	<p>La escuela es un lugar acogedor en el cual los padres llegan e interactúan con otros padres y personal escolar.</p> <p><i>Ejemplos:</i></p> <p><i>El Consejo de Padres, CREMPE y el personal escolar, laborando en conjunto, crean un centro de información para padres en el plantel, con representación de padres de diversos trasfondos étnicos y culturales.</i></p>	<p>El plantel escolar es de fácil acceso para los padres y la comunidad conoce las actividades que se llevan a cabo en la escuela.</p> <p><i>Ejemplos:</i></p> <p><i>Las oficinas de servicio están debidamente rotuladas (Biblioteca, Administración, TS. Consejero) y existen tableros de edictos a las afueras de la escuela para informar a la comunidad de los eventos y servicios de la escuela.</i></p>	<p>El plantel escolar está limpio y es acogedor para los padres.</p> <p><i>Ejemplos:</i></p> <p><i>Las entradas están claramente rotuladas y existen carteles o rótulos de bienvenida para los padres.</i></p>	<p><input type="checkbox"/> Nivel 1</p> <p><input type="checkbox"/> Nivel 2</p> <p><input type="checkbox"/> Nivel 3</p> <p><input type="checkbox"/> Aún no cumple</p>

Indicadores	Calidad de la Implementación			Nivel de cumplimiento actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1. <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
Respeto a diversidad de las familias	<p>La escuela y las familias voluntarias de diversas comunidades y trasfondos asumen responsabilidad colectiva para identificar y eliminar barreras para las familias, relacionadas con raza, etnicidad, estatus socio económico, religión, estructura familiar y capacidad mental o física.</p> <p><i>Ejemplos:</i></p> <p><i>Familias de diversos trasfondos culturales y comunidades, se unen para crear una historia común de la escuela y quienes la</i></p>	<p>El Consejo de Padres, CREMPE o cualquier otro grupo de padres voluntarios de diversas comunidades y trasfondos, trabajan con el personal escolar para obtener información de cómo lograr un clima escolar de respeto y apoyo a padres y estudiantes.</p> <p><i>Ejemplos:</i></p> <p><i>Creación de acuerdos para crear actividades que validen las diferencias culturales de la comunidad escolar.</i></p>	<p>La escuela y la familia diseñan e integran actividades en el currículo y extracurriculares que validan la diversidad cultural de la población escolar.</p> <p><i>Ejemplos:</i></p> <p><i>Se atienden las necesidades de familias de otros países y culturas.” Semana de las Naciones Unidas”, “Día del Folclor Internacional”. Las clases y el currículo, incluyen temas y</i></p>	<p><input type="checkbox"/> Nivel 1.</p> <p><input type="checkbox"/> Nivel 2</p> <p><input type="checkbox"/> Nivel 3</p> <p><input type="checkbox"/> Aún no cumple</p>

Indicadores	Calidad de la Implementación			Nivel de cumplimiento actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación.	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
	<i>componen.</i>		<i>actividades que reflejan la integración sistemática de otras culturas y se observan en la ambientación de los salones y espacios físicos.</i>	
Eliminación de obstáculos económicos para la participación	La escuela, el Consejo de Padres, CREMPE, promueve la participación de padres en actividades y eventos libres de costos, también asignan presupuesto o diseñan actividades para obtener fondos de negocios o entidades y sufragar costos de actividades para padres.	El plantel escolar y los padres, trabajan juntos para ofrecer actividades extracurriculares libres de costo.	La escuela y las organizaciones de padres, promueven el que haya actividades o eventos libres o de bajo costo.	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

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	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
	<i>Ejemplos:</i>  <i>Pago de matrículas o entradas para actividades educativas o culturales.</i>	<i>Ejemplos:</i>  <i>Promover la participación de autores o personajes importantes de la comunidad que ofrezcan capacitaciones o sirvan de recursos para los padres.</i>	<i>Ejemplos:</i>  <i>Promover el que haya acceso a la compra o adquisición de materiales educativos para utilizar en el hogar.</i>	
Asegurar acceso a la programación	Los padres y el personal escolar, en colaboración, crearán políticas y procedimientos que aseguren el acceso a toda la comunidad escolar a actividades y eventos auspiciados por la escuela, incluyendo servicios académicos.  <i>Ejemplos:</i>  <i>Servicios que facilitan la</i>	Los líderes de padres y la escuela planifican en conjunto, actividades para padres, que se puedan llevar a cabo en bibliotecas, centros comunales, iglesias, entre otros.  <i>Ejemplos:</i>  <i>Organizan actividades para enseñar sobre</i>	Se llevan a cabo actividades en la escuela en diferentes horarios y días de la semana, considerando los horarios de trabajo de los padres.  <i>Ejemplos:</i>  <i>Se organizan actividades</i>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

Indicadores	Calidad de la Implementación			Nivel de cumplimiento actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
	<i>interpretación de políticas y servicios son consistentemente provistos a los padres y comunidad escolar.</i>	<i>destrezas de estudio en los centros comunales o facilidades recreativas aledañas a las áreas residenciales de los estudiantes.</i>	<i>recreativas o educativas, en horarios fuera del escolar, noches o fines de semana.</i>	

### Estándar 2: Comunicación Efectiva

Las familias y el personal escolar establecen una comunicación efectiva.

- **Meta 1:** Compartir información relevante y pertinente con la familia: Las escuelas mantienen a los padres informados sobre eventos, programas y otros asuntos importantes, facilitando la comunicación con los padres.

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Uso de múltiples	La escuela, la familia y la comunidad se comunican de diferentes	La escuela colabora con la familia para desarrollar vías de comunicación	La escuela y los padres líderes ocasionalmente informan a las familias de los	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2

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vías de comunicación	<p>formas, en actividades interactivas, ya sean formales o informales.</p> <p><i>Ejemplos:</i></p> <p><i>La escuela y la familia lideran la participación en foros y actividades públicas en la comunidad. Participan en programas de radio o TV para divulgar actividades educativas o culturales y utilizan las redes sociales, con el fin de fomentar la participación de padres.</i></p>	<p>bidireccional con otras familias, mediante comunicaciones escritas, llamadas telefónicas, mensajes de texto, correos electrónicos, entre otros.</p> <p><i>Ejemplos:</i></p> <p><i>Los padres líderes establecen comunicación directa con otros padres para informar de consultas, eventos y actividades escolares.</i></p>	<p>estudiantes, mediante comunicaciones escritas o electrónicas.</p> <p><i>Ejemplos:</i></p> <p><i>La escuela se comunica con los padres en el hogar, mediante boletines, hojas sueltas, emails o textos.</i></p>	<p><input type="checkbox"/> Nivel 3</p> <p><input type="checkbox"/> Aún no cumple</p>

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Consultas a padres para identificar asuntos de interés y preocupaciones	<p>Los resultados de las consultas a padres, se reflejan en el Plan de Mejoramiento Escolar y en la organización escolar.</p> <p><i>Ejemplos:</i> <i>Se evidencia la participación de padres en la creación de programas y políticas institucionales, basadas en los hallazgos de la consulta.</i></p>	<p>Consulta a padres, en lenguaje sencillo, por medios variados (formulario impreso, en línea o por teléfono). Resultados son discutidos con padres y a su disposición.</p> <p><i>Ejemplos:</i> <i>Discutir hallazgos con Comités de Padres líderes y solicitar retroalimentación.</i></p>	<p>Representantes de padres y de la facultad, están en el proceso de delinear un cuestionario de padres con el fin de desarrollar estrategias para promover la participación de padres</p> <p><i>Ejemplos:</i> <i>Reunión de algunos padres y el director para discutir resultados de la consulta e identificar barreras de participación de padres.</i></p>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple
Comunicación Director Escolar	El director personalmente recibe regularmente a los padres en la entrada del plantel y en reuniones con grupos pequeños	El director escolar está disponible para reuniones calendarizadas con grupos de padres o individualmente en diversos	El director escolar está disponible para reuniones con padres e informa sobre los asuntos y planes de la escuela, seguido de espacio para la	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

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	<p>o individuales, de acuerdo a la necesidad, tanto en la escuela como en los vecindarios.</p> <p><i>Ejemplos:</i></p> <p><i>El director y el Consejo Escolar, se reúnen mensualmente a la escuela comunidad y grupos de padres para discutir aspectos de importancia, como seguridad y expectativas de aprendizaje.</i></p>	<p>horarios.</p> <p><i>Ejemplos:</i></p> <p><i>Por iniciativa del director escolar se organizan, actividades mensuales con padres, para discutir tópicos variados. Organizándolas en horarios que se adapten a las necesidades de los padres..</i></p>	<p>discusión de preocupaciones de padres, por cita previa.</p> <p><i>Ejemplos:</i></p> <p><i>El Consejo de Padres, padres líderes o CREMPE, invita al director para participar de discusiones de pruebas estandarizadas y discutir factores de rezago estudiantil.</i></p>	
<p>Provee información de problemática o <i>issues</i> de actualidad</p>	<p>Representantes de la administración, maestros, familias y representantes comunitarios identifican y evalúan estratégicamente situaciones que afectan la</p>	<p>Las familias se mantienen informadas de situaciones, preocupaciones o situaciones, que están desarrollándose en la escuela.</p>	<p>El Director Escolar, mantiene informado al Presidente o Líder del Consejo de Padres, sobre situaciones y preocupaciones de la escuela.</p>	<p><input type="checkbox"/> Nivel 1</p> <p><input type="checkbox"/> Nivel 2</p> <p><input type="checkbox"/> Nivel 3</p> <p><input type="checkbox"/> Aún no cumple</p>

Indicadores	Calidad de la Implementación.			Nivel de cumplimiento actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación.	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
	<p>comunidad, para determinar cursos de acción.</p> <p><i>Ejemplos:</i> <i>El Director Escolar, se reúne mensualmente con la comunidad y padres para atender situaciones que afectan la comunidad.</i></p>	<p><i>Ejemplos:</i> <i>Las familias se mantienen informadas regularmente, mediante comunicación escrita. De surgir asuntos de seriedad, se informa los padres de inmediato, por escrito o correo electrónico.</i></p>	<p><i>Ejemplos:</i> <i>El director se reúne mensualmente con el Consejo de Padres para discutir problemática, issues, en los cuales el director toma decisión.</i></p>	
Facilita la integración entre las familias	<p>El Consejo de Padres, integra mediante actividades a la comunidad escolar con otras escuelas y comunidades.</p> <p><i>Ejemplos:</i> <i>El Consejo de</i></p>	<p>El Consejo de Padres, promueve el desarrollo de actividades de integración con otras escuelas y comunidades.</p> <p><i>Ejemplos:</i> <i>El Consejo de</i></p>	<p>El Consejo de Padres, provee oportunidades para que los padres de la escuela se conozcan.</p> <p><i>Ejemplos:</i> <i>El Consejo de Padres disemina</i></p>	<p><input type="checkbox"/> Nivel 1</p> <p><input type="checkbox"/> Nivel 2</p> <p><input type="checkbox"/> Nivel 3</p> <p><input type="checkbox"/> Aún no cumple</p>

Indicadores	Calidad de la Implementación			Nivel de cumplimiento actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
	<i>Padres, planifican actividades con otras comunidades, presenciales o vías electrónicas (blogs, redes sociales y páginas electrónicas, entre otras).</i>	<i>Padres colabora con el personal escolar en la planificación de actividades con otras comunidades, presenciales o vías electrónicas (blogs, redes sociales y páginas electrónicas, entre otras).</i>	<i>información de contacto para los padres que quieran integrarse en la participación de comités o grupos de trabajo. (actividades de ornato y limpieza del plantel, recogido de alimentos para hogares de envejecientes, entre otros).</i>	

**Estándar 3: Apoyar el éxito del estudiante**

El personal escolar colabora sistemáticamente con las familias en el fortalecimiento y aplicación de los conocimientos y aptitudes de sus hijos.

**Meta 1:** Compartir información sobre el progreso del estudiante: Apoyar a las familias en el desarrollo de las condiciones óptimas que aportan al logro académico de sus hijos (as).

**Meta 2:** Apoyar el aprendizaje, convirtiéndolos en participantes activos del aprendizaje de sus hijos: Apoyar a las familias para la adquisición de las destrezas sobre la crianza responsable, ofrecer educación a los padres sobre el desarrollo del niño y el adolescente.

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	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
Se asegura la comunicación entre padres y maestros en relación al progreso académico de los estudiantes.	Padres y maestros discuten los estilos de aprendizaje de los niños, sus experiencias culturales y étnicas, fortalezas y necesidades personales y desarrollan un plan que facilite el logro de metas académicas en el hogar y la escuela.  <i>Ejemplos:</i>  <i>Desarrollo de planes educativos y de planificación de vida y carrera.</i>	Los maestros y el Consejero Escolar contactan los padres regularmente para hablarles del progreso de los hijos o preocupaciones al respecto. Los padres tienen fácil acceso al maestro.  <i>Ejemplos:</i>  <i>Cada maestro, tiene recursos educativos accesibles, en la biblioteca o en línea e informa actividades o proyectos. Los padres pueden calendarizar</i>	Los padres pueden contactar a los maestros por medio de comunicaciones electrónicas, llamadas telefónicas o por escrito y recibir una respuesta en un tiempo adecuado. Al inicio del curso escolar, los maestros establecen comunicación con los padres para establecer relaciones positivas.  <i>Ejemplos:</i>  <i>Maestros envían al inicio de curso una carta de bienvenida a los padres con la información de contacto y horarios de</i>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

Indicadores	Calidad de la Implementación			Nivel de cumplimiento actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1. <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
		<i>reuniones y hacer preguntas.</i>	<i>capacitación.</i>	
Alineando el trabajo del estudiante con los estándares académicos	Padres y maestros, discuten las actividades y programas escolares y su relación con el aprendizaje y los estándares académicos.  <i>Ejemplos:</i> <i>El maestro de Educación Física relaciona los conceptos del baloncesto con las matemáticas y la física.</i>	Los maestros explican a los padres, durante el año cómo los estudiantes progresan y el trabajo realizado de acuerdo a los estándares de edad y nivel de grado.  <i>Ejemplos:</i> <i>Las familias y los maestros son invitados a participar de talleres que ilustran cómo se utilizan los resultados de las pruebas estandarizadas, para mejorar el aprovechamiento académico.</i>	Los trabajos de los estudiantes se exhiben en la escuela de modo que se pueda apreciar el proceso de aprendizaje y el logro de estándares académicos.  <i>Ejemplos:</i> <i>Los maestros exhiben los trabajos de escritura, para evidenciar las destrezas en el área de redacción, comprensión lectora, resumen, análisis, entre otros.</i>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

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	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
Uso de los resultados de las pruebas estandarizadas para mejorar el aprovechamiento	<p>Los padres son incluidos en comités de la escuela y distritos escolares para discutir cómo aumentar las expectativas y el aprovechamiento para cada estudiante.</p> <p><i>Ejemplos:</i> <i>Servicios que facilitan la interpretación de políticas y servicios son consistentemente, provistas a los padres y comunidad escolar.</i></p>	<p>Los padres tienen la oportunidad de aprender a interpretar los datos de las pruebas estandarizadas.</p> <p><i>Las familias y los maestros son invitados a participar de talleres que ilustran cómo se utilizan los resultados de las pruebas estandarizadas, para mejorar el aprovechamiento académico.</i></p>	<p>Los padres reciben información sobre las pruebas estandarizadas.</p> <p><i>Ejemplos:</i> <i>El director en una reunión informativa, explica a los padres cuándo, cómo y a qué grados se estarán administrando las pruebas y para qué.</i></p>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple
Compartir el progreso académico	<p>El director escolar colabora con el Consejo de Padres o líderes de padres para presentar regularmente, informes del desarrollo de las metas</p>	<p>El director escolar colabora con el Consejo de Padres o líderes para facilitar la discusión entre el personal escolar y las familias acerca de la necesidad de alcanzar las metas</p>	<p>El director presenta las metas académicas al principio del curso escolar y rinde un informe a los padres del progreso del año</p>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

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	académicas y desarrollar estrategias para mantener el mejoramiento.  <i>Ejemplos:</i> <i>Los Consejos de Padres, trabajan en colaboración con el personal escolar para ofrecer mentoría o tutoría a estudiantes con dificultades.</i>	académicas.  <i>Ejemplos:</i> <i>Diálogos entre las familias y los maestros focalizados en aumentar la diversidad de estudiantes en grupos de dotados o aumentar la participación de niñas, en programas de ciencias y matemáticas.</i>	anterior.  <i>Ejemplos:</i> <i>El director u otro personal escolar, reúne a los padres de cada grado para presentar las metas académicas anuales y pide retroalimentación o sugerencias acerca de cómo lograrlas.</i>	
Involucrar a las familias en el aprendizaje de la sala de clases	El Consejo de Padres o líderes de padres organizan una base de datos de con diversas destrezas y experiencias que pueden servir como recursos a los maestros.	Maestros y familias se involucran de manera innovadora para promover el aprendizaje en el salón.	Las familias y maestros trabajan juntos para desarrollo currículo.	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

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	<p><i>Ejemplos:</i></p> <p><i>Un padre con destrezas en el arte, puede ayudar a los estudiantes a pintar un mural en la escuela.</i></p>	<p><i>Ejemplos:</i></p> <p><i>Maestros invitan padres o miembros de la comunidad a compartir sus experiencias de cultura o crianza y demuestren cómo se prepara un plato que represente su cultura o historia integrando destrezas de química y matemáticas, cultura e historia.</i></p>	<p><i>Ejemplos:</i></p> <p><i>Abuelos participan de una charla con estudiantes para explicarles los movimientos políticos de su época y la lucha por los derechos civiles.</i></p>	
<p>Desarrollar habilidades en las familias para fortalecer el aprendizaje en el hogar</p>	<p>El Consejo de Padres o líderes de padres organizan con las familias, regularmente, eventos educativos en los lugares de empleo de los padres o en la comunidad.</p> <p><i>Ejemplos:</i></p> <p><i>Charlas educativas a la hora del almuerzo en el trabajo de</i></p>	<p>El Consejo de Padres o líderes de padres proveen herramientas para fomentar el aprender en el hogar.</p> <p><i>Ejemplos:</i></p> <p><i>Talleres de desarrollo de destrezas de lectura, de acuerdo</i></p>	<p>El Consejo de padres o líderes de padres ofrecen programas de destrezas de crianza que ayudarán a promover el aprendizaje.</p> <p><i>Ejemplos:</i></p> <p><i>Invitación de un experto en el tema de crianza de hijos</i></p>	<p><input type="checkbox"/> Nivel 1</p> <p><input type="checkbox"/> Nivel 2</p> <p><input type="checkbox"/> Nivel 3</p> <p><input type="checkbox"/> Aún no cumple</p>

Indicadores	Calidad de la Implementación			Nivel de cumplimiento actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
	<i>los padres o en centros de cuidado de horario extendido.</i>	<i>al grado.</i>	<i>adolescentes.</i>	
Promoción del aprendizaje luego de la escuela	<p>La escuela establece colaboración con organizaciones, incluyendo las de base de fe, para establecer programas de horario extendido para los estudiantes y sus familias.</p> <p><i>Ejemplos:</i></p> <p><i>El "Boys and Girls Club" de la comunidad, trabaja con los padres, estudiantes y personal escolar para crear un programa en horario extendido que satisfaga las necesidades recreativas y académicas de los estudiantes.</i></p>	<p>El Consejo de Padres o los padres líderes, invitan a otros padres a conocer los beneficios de los programas de horario extendido.</p> <p><i>Ejemplos:</i></p> <p><i>Los Consejos de Padres, invitan a una reunión para presentar recursos que ofrecen horario extendido y discutir la importancia de estos programas.</i></p>	<p>La escuela informa a los padres acerca de oportunidades de horario extendido.</p> <p><i>Ejemplos:</i></p> <p><i>La escuela envía a los hogares comunicaciones sobre la disponibilidad de recursos de horarios extendidos.</i></p>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

### Estándar 4: Apoderamiento de los padres

Los padres se capacitarán en el acceso a las oportunidades de aprendizaje que apoyarán el éxito escolar de sus hijos.

**Meta 1:** Entender cómo funciona el sistema escolar: Los padres conocerán las normas de funcionamiento de la escuela, el distrito escolar y dependencias del Departamento de Educación. Se orientarán sobre sus derechos y responsabilidades como padres.

**Meta 2:** Apoderar a las familias para que apoyen al éxito los miembros de la comunidad escolar. Los padres se capacitarán para dar seguimiento al progreso de sus hijos (as), en la meta de completar sus estudios de escuela superior, educación post secundaria y obtener una carrera. De igual manera, se proveerán a los padres, métodos de educación alternos y destrezas de trabajo que les permitan convertirse en personas productivas, que sirvan de modelaje y motivación para sus hijos.

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Entender cómo funciona la escuela y los distritos escolares	El distrito escolar ofrece talleres a las familias sobre las políticas, programas, recursos y las destrezas necesarias para acceder a ellos. Los talleres se ofrecen en un lenguaje	El Consejo de Padres o líderes de padres y la escuela colaboran para informar a la comunidad escolar sobre el funcionamiento de los distritos escolares y el	El director escolar, provee a los padres información sobre la misión, visión y estructura organizacional de la escuela.	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

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	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
	sencillo y en lugares de fácil acceso para la comunidad. <i>Ejemplos:</i>  <i>Taller sobre los derechos de los padres y estudiantes bajo el programa de Título I.</i>	rol de los padres.  <i>Ejemplos:</i> <i>El Consejo de Padres y la escuela coauspician orientaciones para que las familias conozcan programas académicos y de mejoramiento social disponibles en las escuelas.</i>	<i>Ejemplos:</i> <i>Existen manuales disponibles para los padres, con contenido acerca de las normas y estructura organizacional de la escuela.</i>	
Entender derechos y responsabilidades bajo las leyes federales y estatales	El Consejo de Padres o líderes de padres ayudan a otros padres en el reclamo de sus derechos al amparo de las leyes federales y estatales.	El Consejo de Padres invita a personal del distrito para informar a padres sobre derechos y responsabilidad es bajo las leyes estatales y federales.	El Consejo de padres o padres líderes distribuyen material escrito sobre los mandatos de ley de participación de padres. (Ley No Child Left Behind e Individuals with Disabilities	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

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	<i>Ejemplos:</i>  <i>Esfuerzos dirigidos a establecer una Carta de Derechos para Padres, bajo los mandatos de las leyes.</i>	<i>Ejemplos:</i>  <i>Orientar sobre opciones para los padres y estudiantes si la escuela no cumple con los AYP, requeridos por ley.</i>	Education Act).  <i>Ejemplos:</i>  <i>Información de leyes disponible en la página web de la escuela con enlaces relacionados a otros programas establecidos por ley.</i>	
Conocer los recursos	Consejeros Escolares, padres líderes y maestros, ayudan a la familia a utilizar recursos y programas que promueven el éxito estudiantil.  <i>Ejemplos:</i>  <i>Trabajan con familias en las</i>	Reuniones en escuelas y comunidades, para ayudar a las familias a entender las oportunidades de los estudiantes de mejoramiento académico.  <i>Ejemplos:</i>  <i>Reuniones informativas,</i>	El Consejo de Padres o padres líderes ayudan a desarrollar y distribuir información sobre ofrecimientos de programas y recursos como escuelas especializadas y cursos de nivel avanzado.  <i>Ejemplos:</i>  <i>La escuela y los padres crean un manual de</i>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

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	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
	<i>cuales sus hijos están poco representados y los estimulan a tomar cursos avanzados</i>	<i>dirigidas por padres y escuela, acerca de programas de verano y horario extendido.</i>	<i>recursos en un lenguaje sencillo y claro.</i>	
Resolución de problemas y conflictos	<p>El Consejo de Padres o líderes de padres y el personal escolar, planifican de manera conjunta estrategias para identificar y resolver problemas y conflictos en la escuela.</p> <p><i>Ejemplos:</i> <i>Ofrecimiento de cursos de manejo y resolución de conflictos a padres y estudiantes para ayudarles</i></p>	<p>La escuela tiene procedimientos escritos y claramente establecidos para resolver problemas y conflictos.</p> <p><i>Ejemplos:</i> <i>Comités dirigidos a asegurar que se atienden las preocupaciones de la comunidad escolar y que se toman</i></p>	<p>El Consejo de padres o líderes de padres proveen información sobre cómo resolver problemas en la escuela.</p> <p><i>Ejemplos:</i> <i>Desarrollo de una "Guía para Identificar y Resolver problemas en la Escuela" está disponible por escrito o en la página web de</i></p>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

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	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
	<i>a resolver conflictos y problemas en la escuela y en el hogar.</i>	<i>medidas para remediar los mismos.</i>	<i>la escuela, escrita en un lenguaje claro y sencillo.</i>	
Desarrollar en las familias la capacidad de ser cabilderos efectivos de sus hijos.	<p>El Consejo de Padres, CREMPE o cualquier otro grupo de padres líderes trabajan con el Director para establecer políticas de apoyo al padre en su gestión cabildera.</p> <p><i>Ejemplos:</i></p> <p><i>Existe un manual escolar conteniendo cartas circulares referentes a derechos estudiantiles, requisitos de graduación, promoción de grado,</i></p>	<p>El Consejo de Padres, CREMPE o cualquier otro grupo de padres líderes ofrecen a los padres la oportunidad de aprender estrategias y técnicas de cabildeo.</p> <p><i>Ejemplos:</i></p> <p><i>Se ofrecen talleres y otras sesiones informativas para ayudar a los padres a conocer cómo orientarse sobre el progreso académico de sus hijos.</i></p>	<p>El Consejo de Padres, CREMPE o cualquier otro grupo de padres líderes recogen y diseminan información a otros padres sobre cómo ser cabilderos efectivos del éxito escolar de sus hijos.</p> <p><i>Ejemplos:</i></p> <p><i>El Consejo de Padres ofrece mensualmente recomendaciones a padres, ya sea mediante boletines electrónicos o impresos, ideas a los padres de cómo cabildear efectivamente para el logro</i></p>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

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	<i>derechos de padres y estudiantes, bajo las leyes federales y estatales para apoderarlos en su gestión de defender los derechos de sus hijos.</i>		<i>académico de sus hijos.</i>	
Planificación futura	Alianzas con universidades, institutos de educación superior y empresas locales para expandir las oportunidades de planificación de vida y carrera.  <i>Ejemplos:</i> <i>Estudiantes toman cursos avanzados en universidades e instituciones de educación post</i>	El Consejo de Padres y personal escolar ayudan a padres y estudiantes a tomar decisiones relacionadas con intereses vocacionales y programas académicos.  <i>Ejemplos:</i> <i>Se ofrecen sesiones de orientación a padres y estudiantes para identificar</i>	Con apoyo del Consejo de Padres, la escuela ofrece oportunidades de exploración de carrera.  <i>Ejemplos:</i> <i>Las empresas locales son invitadas por las escuelas para que expongan</i>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

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	<i>secundaria e internados durante el año escolar y el verano en empresas locales.</i>	<i>metas e intereses vocacionales. Foco en destrezas y educación necesarias para ser exitoso en una carrera u oficio.</i>	<i>sus servicios y ofrecimientos ocupacionales en "Días de las Ocupaciones".</i>	
Facilitar transiciones	El Consejo de Padres y los líderes escolares han desarrollado programas de transición para ayudar a los padres a mantenerse involucrados cuando sus hijos cambian de nivel académico.  <i>Ejemplos: Se desarrollan sesiones informativas y de orientación</i>	El Consejo de Padres y los grupos de padres líderes agrupan a nuevos padres para ofrecerles orientación y oportunidades de participar en actividades auspiciadas por la escuela y conocer otros padres y estudiantes.  <i>Ejemplos: Se asignan "mentores" a nuevos estudiantes y</i>	El Consejo de Padres y los grupos de padres líderes, organizan actividades de Casa Abierta para preparar a los estudiantes para el próximo grado, nivel o escuela.  <i>Ejemplos: La escuela elemental organiza visitas</i>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

Indicadores	Calidad de la Implementación			Nivel de cumplimiento actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
	<i>para que los padres conozcan cómo cambian los enfoques de enseñanza, las expectativas y estándares académicos en los diferentes niveles académicos.</i>	<i>se conecta a las familias con otras familias "mentoras".</i>	<i>a la escuela tributaria intermedia con los estudiantes y padres, para darles la oportunidad de familiarizarse con el nuevo escenario y clarificar dudas.</i>	
Involucramiento en cabildeo ciudadano para mejorar el aprovechamiento académico.	El Consejo de Padres y los líderes de padres se agrupan con otros organismos de defensa de los derechos del estudiante para movilizar a la escuela y comunidad en relación a asuntos que afectan el aprendizaje.  <i>Ejemplos:</i> <i>Conversatorios</i>	El Consejo de Padres o los líderes de padres, realizan reuniones para discutir asuntos de política pública y apoderar a los padres para que presenten sus preocupaciones en el Distrito o Consejo Escolar  <i>Ejemplos:</i> <i>El Consejo de</i>	El Consejo de Padres o los líderes de padres, alertan a otros padres sobre asuntos de política pública que afectan la educación.  <i>Ejemplos:</i> <i>Los grupos de</i>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

Indicadores	Calidad de la Implementación			Nivel de cumplimiento actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
	<i>de padres (para discutir la necesidad de reducción de número de estudiantes en las aulas, recolectar fondos para compra de equipo) cuyo contenido se presenta en las reuniones de los distritos o Consejos Escolares.</i>	<i>Padres invita al Consejo Escolar o Comité de Planificación a presentar a los padres las finanzas de la escuela.</i>	<i>padres se aprestan para ejercer liderazgo en los procesos de elección de candidatos en los Consejos de Padres.</i>	

**Estándar 5: Poder Compartido**

Las familias como participante activos en los Consejos Escolares, las organizaciones de padres, los comités de trabajo y en otros grupos que se establezcan en la escuela. Fomentar la participación de los padres en la gestión educativa desde una perspectiva democrática.

**Meta 1:** Fortalecer la toma de decisiones de la familia en el ámbito escolar. Lograr que todas las familias se conviertan en socios de la toma decisional para el bienestar de sus hijos en la escuela.

**Meta 2:** Establecer redes de apoyo con las familias. Lograr que las familias puedan identificar y desarrollar relaciones o alianzas en beneficio de sus hijos.

Indicadores	Calidad de la Implementación			Nivel de cumplimiento o actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
Participación activa en la toma de decisiones donde pueda afectar a sus hijos.	<p>La escuela ha establecido una política donde asegura que los padres tengan una participación activa y equitativa en todas las decisiones importantes que afecten a sus hijos, tales como la selección de directores y presupuesto.</p> <p><i>Ejemplos:</i> <i>Participación activa de padres en los de Equipo Mejoramiento Escolar.</i></p>	<p>El Consejo de padres y la escuela dialogan con las familias y personal de la escuela sobre asuntos y política para adquirir sus ideas y opiniones.</p> <p><i>Ejemplos:</i> <i>Los cambios propuestos en el sistema de notas son discutidos en la escuela y en la comunidad en horarios diurnos o nocturnos, según la necesidad.</i></p>	<p>La escuela informa a sus familias sobre los asuntos o cambios propuestos y ofrece a los padres oportunidad para responder.</p> <p><i>Ejemplos:</i> <i>Escuela informa a las familias con anticipación sobre cambios en itinerario escolar o renovaciones de estructura y ofrece contactos en caso de que surjan preguntas de parte de las familias.</i></p>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

Indicadores	Calidad de la Implementación			Nivel de cumplimiento o actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
Desarrollando liderazgo en padres	<p>El Consejo de Padres o líderes de padres, se adiestran en destrezas para facilitar la participación de todos los padres: tales como torbellino de ideas, ensayos de roles, y actividades de grupos pequeños que motiven a todos a hablar.</p> <p><i>Ejemplos:</i> El Consejo Escolar utiliza las destrezas de facilitar reuniones de "schoolwide" y discutir ideas para mejorar el clima escolar y el aprovechamiento estudiantil.</p>	<p>El Consejo de Padres o líderes de padres reclutan familias de diversos trasfondos culturales y comunidades, para participar voluntariamente en los comités y participar u ocupar cargos o puestos.</p> <p><i>Ejemplos:</i> Los padres líderes encuestan a familias para verificar sus intereses y destrezas además dar seguimiento con oportunidades donde estos pueden ayudar.</p>	<p>El Consejo de Padres o líderes de padres se acercan a los padres con diversidad culturales y los invitan a formar parte del Consejo de Padres.</p> <p><i>Ejemplos:</i> Los padres líderes saludan a las familias y traen a sus hijos a eventos de la escuela y obtienen sus ideas para actividades de enseñanza familiar.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Nivel 1.</li> <li><input type="checkbox"/> Nivel 2</li> <li><input type="checkbox"/> Nivel 3</li> <li><input type="checkbox"/> Aún no cumple</li> </ul>

Indicadores	Calidad de la Implementación			Nivel de cumplimiento o actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
Afrontando asuntos de igualdad	<p>El Consejo de Padres o padres líderes, trabajan con el equipo de mejoramiento escolar y adoptan estrategias efectivas para involucrar a las familias en reducir las brechas culturales, raciales, socioeconómicas o de estilos de aprendizaje entre grupos de estudiantes.</p> <p><i>Ejemplos:</i> <i>Las familias, la facultad y miembros de la comunidad se unen en un conversatorio con el equipo de plan de mejoramiento para discutir las</i></p>	<p>El Consejo de Padres o padres líderes, trabajan con el personal de la escuela para validar las barreras relacionadas con diversidad racial, económica y cultural, que afectan el involucramiento de la familia y los logros de los estudiantes.</p> <p><i>Ejemplos:</i> <i>Grupos de padres se organizan para transportar estudiantes de comunidades distantes a centros nocturnos de tutorías en</i></p>	<p>El Consejo de Padres o padres líderes, trabajan con el personal escolar en la identificación de barreras que afectan el aprovechamiento del estudiante, tales como baja asistencia.</p> <p><i>Ejemplos:</i> <i>Padres y facultad trabajan en estrategias y en conjunto determinan las mejores prácticas en mejorar la asistencia del estudiante.</i></p>	<p><input type="checkbox"/> Nivel 1</p> <p><input type="checkbox"/> Nivel 2</p> <p><input type="checkbox"/> Nivel 3</p> <p><input type="checkbox"/> Aún no cumple</p>

Indicadores	Calidad de la Implementación			Nivel de cumplimiento o actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
	<i>causas de la brecha de aprovechamiento e identificar estrategias para cerrar la misma.</i>	<i>matemáticas y ciencias.</i>		
Conectando a familias a los oficiales locales	El director escolar y el presidente del Consejo de Padres invitan a funcionarios públicos o figuras públicas para discutir ideas, asuntos y problemas en la comunidad.  <i>Ejemplos:</i> <i>Padres preocupados con asuntos de</i>	La escuela y el grupo de consejo de padres son los anfitriones de reuniones con oficiales locales, tales como miembros del Consejo Escolar, Policía local, y otros líderes locales, para que así sus familias puedan aprender sobre los recursos comunitarios de la comunidad.  <i>Ejemplos:</i> <i>El grupo del consejo de padres planifica</i>	La escuela y el Consejo de Padres, proveen materiales escritos en múltiples idiomas sobre los procesos del gobierno local y servicios comunitarios.  <i>Ejemplos:</i> <i>El consejo escolar supe formularios para el registro de electores, frente a</i>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

Indicadores	Calidad de la Implementación			Nivel de cumplimiento o actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
	<i>la seguridad estudiantil convocan a reunión de padres con representantes de la policía y el DE para discutir el problema y buscar soluciones.</i>	<i>una feria de recursos comunitarios e incluyen los sectores públicos y privados a que estos informen sobre sus programas.</i>	<i>la oficina escolar.</i>	
Desarrollando una organización o programa donde se involucre al padre efectivamente	El Consejo de Padres alinea los programas de padres con los Estándares Nacionales, reclutando padres líderes continuamente.  <i>Ejemplos: Basado en los Estándares Nacionales, el Consejo de Padres hace reuniones y</i>	El Consejo de Padres se acerca a los padres que no participan activamente para identificar sus intereses, preocupaciones y prioridades.  <i>Ejemplos: El Consejo Escolar y la facultad organiza caminata de "regreso a la escuela" y</i>	El Consejo de Padres recibe entrenamiento en liderazgo.  <i>Ejemplos: Todos los padres interesados en roles de liderazgo, son invitados a participar en el entrenamiento y se les requiere participar a</i>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

Indicadores	Calidad de la Implementación			Nivel de cumplimiento o actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
	<i>discusiones con grupos focales comunitarios e invitan a participar de comités de planificación.</i>	<i>reuniones con familias locales en lugares públicos como el salón de bellezas, tiendas, restaurantes</i>	<i>aquellos que ya tienen posiciones de liderazgo.</i>	

**Estándar 6: Colaborando con la comunidad escolar**

Las familias y el personal de la escuela establecen lazos de colaboración para maximizar la participación cívica, las oportunidades de aprendizaje y los servicios comunitarios.

- Meta 1:** Conectar la escuela con recursos comunitarios. Coordinar esfuerzos con la empresa privada, agencias gubernamentales, universidades y otros grupos para fortalecer los ofrecimientos escolares, las prácticas familiares y el logro académico de los estudiantes. Reclutar, orientar, capacitar y trabajar con los padres para que apoyen a la escuela en todas las actividades escolares. Esto incluye desde las labores puramente administrativas hasta aquellas relacionadas a las prácticas curriculares (tutorías, supervisión de tareas educativas y otras).

Indicadores	Calidad de la Implementación			Nivel de cumplimiento actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
Vincular con recursos comunitarios	<p>Personal escolar y Consejos de Padres, crean en las escuelas, espacios o Centros de recursos para padres. En estos centros personal escolar y padres voluntarios informan a familias acerca de servicios, refieren a agencias y planifican actividades.</p> <p><i>Ejemplos:</i></p> <p><i>Las escuelas tienen centros de recursos y servicios en el que los padres pueden resolver situaciones</i></p>	<p>El personal escolar y el Consejo de Padres colaboran juntos para determinar y describir los recursos comunitarios disponibles para las familias y estudiantes.</p> <p><i>Ejemplos:</i></p> <p><i>Con ayuda del personal escolar y los padres voluntarios identifican los recursos disponibles en</i></p>	<p>El personal escolar y el Consejo de Padres tienen información disponible para las familias y estudiantes, sobre recursos comunitarios.</p> <p><i>Ejemplos:</i></p> <p><i>En la escuela existe un tablón de edictos o mesa informativa con opúsculos e información de universidades, servicios de salud, actividades</i></p>	<p><input type="checkbox"/> Nivel 1</p> <p><input type="checkbox"/> Nivel 2</p> <p><input type="checkbox"/> Nivel 3</p> <p><input type="checkbox"/> Aún no cumple</p>

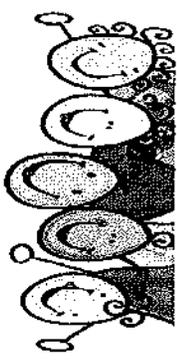
Indicadores	Calidad de la Implementación			Nivel de cumplimiento actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
	<i>familiares o personales (banco de ropa, clínicas de salud).</i>	<i>la comunidad</i>	<i>recreativas y otras oportunidades educativas.</i>	
Lograr auspicio de recursos comunitarios	Representantes comunitarios y negocios locales colaboran con comunidad escolar y evalúan necesidades, desarrollan y financian programas de apoyo a estudiantes.  <i>Ejemplos:</i> <i>El Club de Leones colabora con escuela y los padres, para desarrollar Academia de Liderazgo.</i>	Personal escolar y padres se acercan a organizaciones comunitarias y empresas locales, para solicitar donaciones y auspicios de programas de becas.  <i>Ejemplos:</i> <i>El Consejo de Padres, le pide a la farmacia local, que auspicie la feria científica.</i>	El Consejo de Padres o líderes de padres invitan a padres y comunidad a presentación de programas y recursos disponibles para niños y sus familias fuera de la escuela.  <i>Ejemplos:</i> <i>Planificación de Feria de Centros educativos en horario extendido o campamentos de verano</i>	<input type="checkbox"/> Nivel 1 <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple

Indicadores	Calidad de la Implementación			Nivel de cumplimiento actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación.	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación.	
Convertir la escuela en un centro de vida comunitaria	<p>El salón de computadoras, economía doméstica y la cancha, están disponibles todo el año para el uso de la comunidad.</p> <p><i>Ejemplos:</i> <i>Consejos de Padres y Líderes de Padres, colaboran con la comunidad para establecer micro empresas, por ejemplo: planificación de eventos, diseño de redes, programación de sistemas, entre otros.</i></p>	<p>Luego del horario de clases hay disponibles programas de Educación a Adultos, recreativos y para obtener el diploma de escuela superior.</p> <p><i>Ejemplos:</i> <i>Se ofrecen cursos a padres educativos, recreativos y de desarrollo personal y ocupacional (Cosmetología, idiomas, escritura), basado en encuestas y estudios de necesidades</i></p>	<p>Diversos grupos comunitarios, utilizan las facilidades de la escuela para eventos y actividades durante el año escolar.</p> <p><i>Ejemplos:</i> <i>El Consejo de Padres o padres líderes, solicitan a organizaciones como las niñas escuchas o clubes 4H que organicen capítulos en las escuelas.</i></p>	<p><input type="checkbox"/> Nivel 1.</p> <p><input type="checkbox"/> Nivel 2</p> <p><input type="checkbox"/> Nivel 3</p> <p><input type="checkbox"/> Aún no cumple</p>

Indicadores	Calidad de la Implementación			Nivel de cumplimiento actual de la Escuela
	Nivel 3 <b>Excelente</b> Alto nivel de funcionamiento en el desarrollo e implementación	Nivel 2 <b>Progresando</b> Nivel Funcional en el desarrollo e implementación	Nivel 1 <b>Emergente</b> Nivel limitado en el desarrollo e implementación	
Grupos comunitarios fortalecen a las familias y apoyan el éxito estudiantil	<p>Las familias y los maestros colaboran en conjunto con grupos de base social para desarrollar un programa de solución de problemas.</p> <p><i>Ejemplos:</i> Grupos de comunidad donan artículos y labor para trabajar con padres y estudiantes en la restauración de un parque o una casa de familia necesitada.</p>	<p>Las familias y personal escolar colaboran para auspiciar iniciativas de negocios estudiantiles.</p> <p><i>Ejemplos:</i> Creación de cooperativas de empleo, que ofrecen servicios a la comunidad, como: lavado de autos, arreglo de patios, pintura de casas, entre otros.</p>	<p>Las familias y los maestros colaboran para la organización de ferias de recursos y empleos.</p> <p><i>Ejemplos:</i> Una feria de Salud en la celebración de un día feriado significativo en la cancha de la escuela.</p>	<input type="checkbox"/> Nivel 1. <input type="checkbox"/> Nivel 2 <input type="checkbox"/> Nivel 3 <input type="checkbox"/> Aún no cumple



PROGRAMA DE EDUCACION PARA LA NINEZ  
PROGRAMA DE PREKINDERGARTEN  
PRONTUARIO DE PREKINDERGARTEN



- A. Grado : PREKINDERGARTEN
- B. CODIGO :PKKIND INTEGRADO
- C. VALOR : N/A
- D. DURACION : 1 AÑO
- E. PRE-REQUISITOS : N/A
- F. INTRODUCCIÓN

El perfil del estudiante egresado del sistema público de enseñanza, aspira a que el estudiante alcance competencias tales como: ser un miembro activo de su comunidad, un comunicador efectivo, emprendedor y un ser ético. Desde el prekindergarten se promueve el **desarrollo integral** del niño. Se espera que el estudiante sea un ser activo, se desarrolle de manera holística, que fomente sus propias experiencias de aprendizaje; a través de la exploración, el descubrimiento, el análisis, el cuestionamiento, la reflexión y la toma de decisiones.

Además el plan de flexibilidad afirma el compromiso y establece unos principios, guías que establece el programa de kindergarten:

1. Expectativas post secundarias y profesionales para todos los estudiantes.
2. Sistema diferenciado de reconocimiento y rendición de cuentas y apoyo.
3. Apoyo a la instrucción y el liderazgo efectivo.
4. Reducción de la duplicidad y la carga innecesaria.

El prekindergarten ofrece al estudiante las primeras experiencias educativas formales que lo hará distinguirse en la sociedad, enfrentando nuevos retos de manera crítica y creativa de forma individual y en colectivo. **El currículo integrado minimiza la fragmentación del conocimiento, aumenta el sentido y la pertinencia del contenido.** De igual manera refuerza los aspectos verdaderamente importantes para el aprendizaje, promueve niveles de conocimiento y entendimiento más elevados y complejos. Investigaciones relacionadas señalan que la organización de temas es una herramienta de aprendizaje que representa simbólicamente una estructura y sus relaciones, de tal manera que permita incorporar a los esquemas mentales una visión global del contenido. El cerebro aprende de manera integrada, por lo que los temas y

contenidos deben guardar relación entre sí. En esta modalidad, el maestro diseña el currículo basado en preguntas, intereses y necesidades de sus estudiantes.

*El currículo en el prekindergarten es integrado lo que indica que no se trabaja segmentado por materia, al seleccionar un tema se integra cada una de los estándares y expectativas de cada una de las materias, desarrollando así un concepto integral y utilización de las materias en el aprovechamiento académico del niño.*

#### **G. VISIÓN DEL PROGRAMA DE PREKINDERGARTEN**

Alcanzar la calidad y la excelencia educativa promoviendo el desarrollo integral del niño y al atender sus necesidades, intereses y talentos, desarrollando el modelo PK-16

#### **H. MISIÓN DEL PROGRAMA DE PREKINDERGARTEN**

Educar los niños mediante la atención de su dimensión social, física, emocional, creativa, lingüística y cognoscitiva. Se utilizará un currículo integrador que garantizará el desarrollo de las capacidades y talentos de los estudiantes a través de experiencias que propicien la investigación, la creatividad, la solución de problemas, el desarrollo del lenguaje y el humanismo.

#### **I. MÉTODO DE EVALUACIÓN DE PREKINDERGARTEN**

La evaluación del aprendizaje en el prekindergarten es sistemática y multifacética. Conlleva planificar, recopilar datos, analizar, interpretar y tomar decisiones que a corto y a largo plazo, influyen en el aprendizaje del estudiante. La evaluación comprende, variedad de técnicas y estrategias de medición. Entre las diversas técnicas se encuentran: observación, diario reflexivo, listas focalizadas, mapas de conceptos, organizadores gráficos, dibujos, rúbricas, preguntas abiertas, entrevistas, trabajos de creación y portafolios, entre otras. Cada diez semanas los estudiantes se evaluarán con el propósito de identificar áreas de fortalezas y necesidades. En este grado no se evalúa con nota numérica. Se calificará como: logrado, en progreso e iniciado.

#### **K. METODOLOGÍA Y ESTRATEGIAS INSTRUCCIONALES :**

El proceso educativo que guiará las experiencias de aprendizaje en la sala de clases será la estrategia de enseñanza contextualizada con enfoque en la solución de problemas (CC 6-2013-2014). Se proponen además:

- a. Prácticas apropiadas según la NAEYC
- b. Currículo presscolar integral, emergente y transformativo (Martínez & Torrech, 2010)
- c. Técnica de preguntas y respuestas para que el estudiante construya su conocimiento.
- d. Presentación y análisis de situaciones reales para desarrollar los conceptos.

- e. Trabajo individual en y fuera del salón de clases.
- f. Trabajo en grupos y aprendizaje cooperativo para la construcción del aprendizaje.
- g. Sesiones de prácticas individuales y grupales.
- h. Conferencias.
- i. Análisis de artículos.
- j. Videos o programados
- k. Tutoriales y ejercicios suplementarios
- l. Uso de manipulativos
- m. Construcción de modelos

#### **J. PROGRAMA DE CLASES**

El enfoque de integración curricular establece bloques de tiempo que permiten el desarrollo de actividades y prácticas apropiadas al nivel. El programa de clases es un componente fundamental de este aspecto. Se establecen las siguientes sesiones de horario para matrícula sencilla:

- Recibimiento de los estudiantes
- Actividades de inicio
- Asamblea grupo grande/ Integración y lectura de cuentos
- Transición en estaciones de interés y grupo pequeño
- Educación Física, Inglés o Bellas Artes
- Actividades de expresión artística
- Actividades de ritmo y movimiento
- Centros de aprendizaje

#### **K. EVALUACION**

1. La evaluación del aprendizaje en el prekindergarten es sistemática y multifacética. Comprende, variedad de técnicas y estrategias de medición. Entre las diversas técnicas se encuentran:

**La observación, diario reflexivo, listas focalizadas, mapas de conceptos, organizadores gráficos, dibujos, rúbricas, preguntas abiertas, entrevistas, trabajos de creación, portafolios, entre otras.**

2. El maestro de prekindergarten evaluará a sus estudiantes desde el comienzo del semestre escolar. Los estudiantes se evaluarán cada diez (10) semanas. El Programa de Educación para la Niñez establecerá el Informe de Progreso Académico de acuerdo al ciclo que corresponda. Cada maestro será responsable de la entrada de datos al Sistema de Información Estudiantil (SIE), incluyendo el inglés.

3. Avalúos formativos cada diez semanas.

### Escala de progreso del estudiante

Leyenda	Nivel	Interpretación sobre el dominio de conceptos, destrezas y competencias incluidas en los objetivos del curso, que fue alcanzado por el estudiante.
L	Logrado	Dominio sobresaliente
EP	En Progreso	Dominio o sobre el mínimo aceptable.
/	Iniciado	Dominio pobre o ningún dominio.

### O. TIEMPO SUGERIDO:

CONTENIDO por desarrollo del niño	CANTIDAD DE SEMANAS SUGERIDAS
Ciclo I- Agosto- octubre	10
Ciclo II- Octubre- diciembre	10
Ciclo III- Enero- marzo	10
Ciclo IV- Marzo- mayo	6
<b>Total de semanas sugeridas</b>	<b>36</b>

### P. ASPECTOS GENERALES:

1. La planificación sirve para organizar el proceso de enseñanza y aprendizaje de forma lógica y secuencial para determinar el logro de los objetivos esperados. Además, permite evidenciar la labor docente que el maestro realiza y forma parte de su evaluación profesional. Los documentos de trabajo esenciales para la planificación del proceso de enseñanza y aprendizaje son: Plan Comprensivo Auténtico (PCA), Marco Curricular de cada programa, la Carta Circular del Programa de Pre Kindergarten, Perfil del Estudiante, Proyecto de Renovación Curricular, Carta Circular de Planificación entre otros. Es necesario que cada docente diseñe alternativas y actividades que alcancen los diferentes niveles de pensamiento y ejecución. En función de estos, se establece el uso de los Mapas Curriculares por ciclos como herramienta fundamental de trabajo durante el proceso de planificación.

2. El uso de los Mapas Curriculares es esencial para promover la implementación de estrategias con base científica a través de las actividades y áreas de desempeño. Cada programa académico en cumplimiento con el Principio de Flexibilidad I de Flexibilidad, se asegurará de utilizar los materiales curriculares que incluyen: Herramienta de Alineación Curricular, Documento de Alcance, Calendarios de Secuencia Curricular, y los Mapas Curriculares (CC 25- 2013-2014). Sin embargo fomentamos el

**desarrollo holístico del niño, tales como: cognitivo, lingüístico, lógico matemático, científico, creativo, socioemocional y físico.**

3. Es importante destacar que para evaluar el aprovechamiento académico de los estudiantes con impedimentos es imprescindible brindar los apoyos y modificaciones que se necesitan, según se indica en su Plan Educativo Individualizado (PEI). En el caso de estudiantes con impedimentos que están ubicados en la sala de clases regular y que reciben los servicios de un maestro de educación especial, el proceso relacionado con su aprovechamiento académico se evaluará formativamente por ambos maestros antes de adjudicación final de la nota por parte del maestro regular CC 01-2006-2007). Debe ver también los documentos de Educación diferenciada para estudiantes LSP, EE y Dotados

#### **Q. BOSQUEJO DEL CURSO:**

El contenido del curso se trabajará a base de los PRCC y los materiales curriculares diseñados para el grado. No obstante el maestro de kindergarten según las prácticas apropiadas para el grado define la manera de enseñanza para el grado. La organización de temas generadores girará en torno a las necesidades particulares de cada grupo. Se proveerá la oportunidad de ampliar y profundizar los temas por cada área académica y valores.

2. El maestro desarrollará los temas utilizando organizadores gráficos manteniendo la integración curricular. Los organizadores gráficos son herramientas de aprendizaje que representan simbólicamente esquemas, mapas conceptuales; entre otras, la estructura y sus posibles relaciones (Esteyes, Cruz & Corujo, 2007). Entre sus beneficios: centralizan la atención en los aspectos significativos; integra los conocimientos nuevos, aumenta el desarrollo de conceptos; promueve la discusión de forma organizada, convergente y enfocada, ayuda en la planificación de la instrucción y sirve como herramienta de *assessment* y evaluación (ver Anejo #1 y Anejo #2).

3. La discusión de los temas pueden variar en su duración. Lo importante es evidenciar y cumplir con las expectativas requeridas para cada ciclo hasta culminar las cuarenta semanas. Esto no significa que se puedan incluir otras expectativas y continuar su desarrollo durante todo el año escolar. Cada maestro deberá seguir el mapa curricular establecido, integrando el mismo al tema generador .

4. Las necesidades particulares de cada grupo determinarán los temas a desarrollarse. No obstante, se sugieren los siguientes:

**a. Me divierto y aprendo en mi escuela**

Subtemas:

- Es importante ir a la escuela
- Estaciones de interés de mi salón
- Personas que trabajan en mi escuela
- Conociendo la historia de mi escuela

**b. Tengo una familia**

Subtemas:

- Miembros de mi familia
- Diferentes tipos de vivienda
- Mis derechos, deberes y responsabilidades en mi familia
- Partes de la casa

**c. Somos únicos**

Subtemas:

- Tengo cinco sentidos
- Derechos de los niños
- Similitudes y diferencias de mis compañeros
- La diversidad
- Otros

**d. Vivo en Puerto Rico**

Subtemas:

- Símbolos patrios
- Costumbres y tradiciones
- Cornidas típicas
- Festividades
- Mi municipio

**e. Mis mascotas**

Subtemas:

- Clasificación de las mascotas: aves, mamíferos, reptiles y anfibios
- Alimentación
- Cuidado
- Características
- Reproducción

**f. Me divierto por medio de las artes**

Subtemas:

- Artes visuales
- Teatro
- Música
- Movimiento corporal

**g. Conservación del Planeta Tierra**

Subtemas:

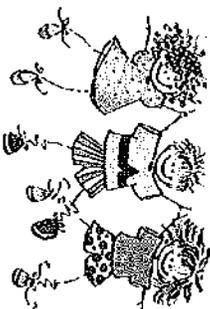
Los recursos naturales (agua, aire, tierra)

Seres vivos

Reciclaje

Animales en peligro de extinción

5. El desarrollo de los temas generadores parte de los intereses y necesidades de nuestros estudiantes. Es por ello que se utilizará la tabla KWLH (qué conozco del tema, qué quiero conocer, cómo lo investigo y que aprendí). Este organizador gráfico permite que los estudiantes participen de un aprendizaje activo. Esta estrategia se utiliza en grupo grande al comienzo de cada tema generador, para explorar, generar discusión y entendimiento de un tema.



PLAN DE EVALUACIÓN PREKINDERGARTEN INTEGRADO

Nombre del Maestro		Periodo de Capacitación	Escuela		Distrito
Maestro Altamente Calificado (HQT)	Curso	Código	Créditos	Grado	
	PREKindergarten Integrado	N/A	N/A	PREKindergarten	
<b>PLAN DE EVALUACIÓN DEL CURSO (sujeto a cambios)</b>					
Instrumentos	Descripción	Instrumentos	Descripción		
Observación	( Uso de record anecdótico)	Tareas de Desempeño (por unidad)	Logrado, en progreso e iniciado		
Hojas de cotejo	Por centros de aprendizaje	Trabajos Especiales	Temas generadores		
Informes Orales	Uso de rúbrica	Asignaciones			
SE LE OFRECERAN LOS ACOMODOS RAZONABLES A LOS ESTUDIANTES CON DISCAPACIDADES SEGUN ESTABLECIDO EN EL PEI (ver OC # 01-2006-2007) Y ESTUDIANTES CON LIMITACIONES LINGÜISTICAS (ISP) (ver CC # 07-2013-2014)					
<b>4 Unidades ( 8 Temas seleccionado por el grupo)</b>					
Primer Semestre			Segundo Semestre		
PK.1 Unidad ( 10 semanas)		PK.3 Unidad ( 10 semanas)			
Cantidad aproximada de Exámenes:	Tareas de Desempeño:	Otros:	Cantidad aproximada de Exámenes:	Tareas de Desempeño:	Otros:
Ciclo 1	(agosto- octubre) (Unidad K.1) ( Ver Mapa Curricular)		Ciclo 3	(Enero- marzo) (Unidad K.3) (Ver Mapa Curricular)	
PK.K.2 Unidad ( 20 semanas)			PK.5 Unidad ( 6 semanas)		
Cantidad aproximada de Exámenes:	Tareas de Desempeño:	Otros:	Cantidad aproximada de Exámenes:	Tareas de Desempeño:	Otros:
Ciclo 2	(octubre- diciembre) (Unidad k.2) ( Ver Mapa Curricular)		Ciclo 4	(Marzo- mayo) (Unidad K.4) ( Ver mapa curricular)	
Este Plan Evaluativo (carta circular 01-2006-2007) está sujeto a cambios.					
Nombres		Firmas		Fecha	
		Puesto		(que se entrega)	
		Director			
		Maestro			
		Estudiante			
		Padre			



Commonwealth of Puerto Rico  
Department of Education

**Office of the Secretary**

Administrative Memorandum Num. 21-2004-2005

Executive Associate Secretary, Sub secretaries, Executive Director of the Institute of the Administrative Capacitation and School Mentoring Institute, Auxiliary Secretaries, Program Directors and Offices, Education Regions Directors, School Superintendents, School Directors, Teachers, Parents and all personnel who work in the offices of the Department of Education

**RULES AND REGULATIONS FOR THE IMPLEMENTATION AND FUNCTIONS OF THE CENTERS FOR THE CARE AND INTEGRAL DEVELOPMENT OF CHILDREN**

The education process of human beings starts when the person interacts in his physical and social environment. The Department of Education promotes the student's integral development since the early childhood stage (not only for kindergarten) through the creation of the Centers for the Care and Integral Development of Children, according to Act Number 84 of March 1, 1999, which allows the Government agencies to establish centers for the care of employee's children.

The creation of these centers is part of the functions of the Early Education Program. This project is addressed to strengthen the education process in the stages of infants, maternal and preschoolers. The centers have been established to provide children care but at the same time to offer education experiences to the employee's children while they are working.

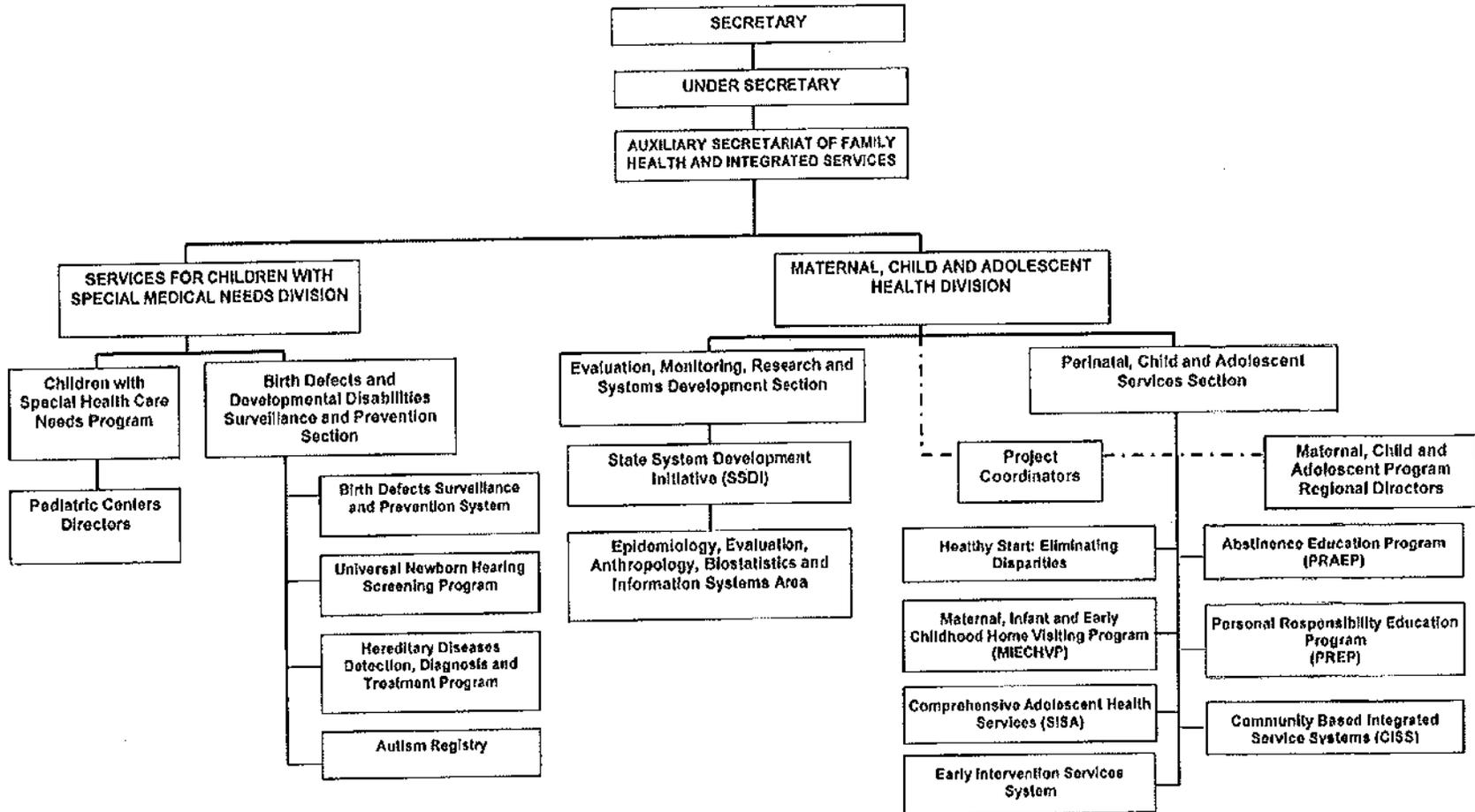
**GOAL**

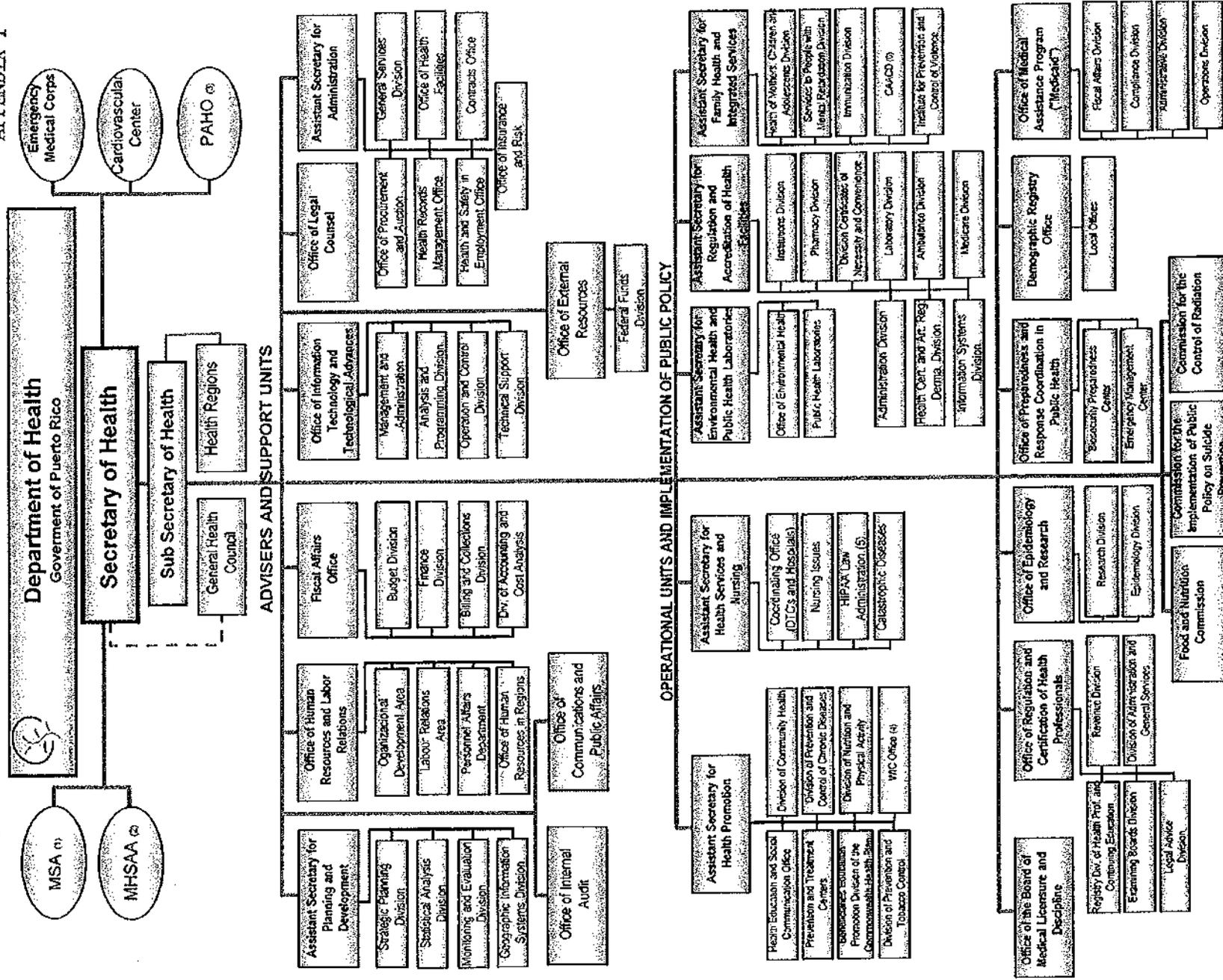
The goal of the Centers for the Care and Integral Development of Children is to strengthen early childhood education as a means to contribute to the formation of a productive and independent human being who can completely develop his social, emotional, linguistic, physical, cognitive and creative dimensions.

El Departamento de Educación no discrimina de ninguna manera por razón de edad, raza, color, sexo, nacimiento, condición de veterano, ideología política o religiosa, origen o condición social, orientación sexual o identidad de género, discapacidad o impedimento físico o mental, ni por ser víctima de violencia doméstica, agresión sexual o acoso.

Table A										
Expansion Grants										
PART I. Absolute Priority 1										
Instructions: For each year, please fill out the expected Federal, State, Local Development Grant Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will auto-populate with information. Rows should not be modified.										
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Federal Preschool Development Grant Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
1A: State-Level Infrastructure	\$2,386,367	28%	\$2,266,169	33%	\$2,266,169	33%	\$2,056,969	30%	\$8,975,673	31%
1B: High-Quality, Preschool Programs	\$6,113,200	72%	\$4,637,600	67%	\$4,637,600	67%	\$4,787,200	70%	\$20,175,600	69%
... 1C: New Preschool Slots ...	\$5,521,600	65%	\$4,188,800	61%	\$4,188,800	61%	\$4,338,400	63%	\$18,237,600	63%
... 1D: Improved Preschool Slots	\$591,600	7%	\$448,800	7%	\$448,800	7%	\$448,800	7%	\$1,938,000	7%
<b>Total Federal Funds</b>	<b>\$8,499,567</b>	<b>100%</b>	<b>\$6,903,769</b>	<b>100%</b>	<b>\$6,903,769</b>	<b>100%</b>	<b>\$6,844,169</b>	<b>100%</b>	<b>\$29,151,273</b>	<b>100%</b>
PART II. Competitive Priority 1										
Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the in-state matching as of fiscal year 2014 at the bottom of this section. The other cells will auto-populate with information; these should not be modified.										
	Year 1	Year 2	Year 3	Year 4	Cumulative \$	%				
Allocation of Matching Funds	(b)(4)									
2A: State-Level Infrastructure	(b)(4)									
2B: High-Quality, Preschool Programs	(b)(4)									
... 2C: New Preschool Slots ...	(b)(4)									
... 2D: Improved Preschool Slots	(b)(4)									
<b>Total Year 1-4 Matching Funds</b>	(b)(4)									
Type of State Match	Increased State Funding in Fiscal Year 2014									
2E: State Matching Funds (if applicable)										
<b>2F: Total Funds for State-Level Infrastructure</b>										
<b>2G: Total Funds for High-Quality Preschool Programs</b>										
<b>2H: Total Funds for New Preschool Slots</b>										
<b>2I: Total Funds for Improved Preschool Slots</b>										
<b>2J: Total Program Resources</b>										
PART III. Selection Criterion (D)(4)										
<b>3A: Total Eligible Children</b>										
<b>3B: Eligible Children Served in New Preschool Slots</b>										
3C: PPE/Slot										
3D: Estimated Cost (Rounded)										
3E: % Eligible Children Served in New Preschool Slots										
<b>3F: Eligible Children Served in Improved Preschool Slots</b>										
3G: PPE/Slot										
3H: Estimated Cost (Rounded)										
3I: % Eligible Children Served in Improved Preschool Slots										
<b>3J: Total % Eligible Children Served With New and Improved Slots</b>										
<b>3K: Total Children Served</b>										

**Organizational Chart**  
**Puerto Rico Department of Health**  
**Auxiliary Secretariat of Family Health and Integrated Services**  
**Maternal, Child and Adolescent Health Division and**  
**Services for Children with Special Medical Needs Division**





- (1) Medical Services Administration
- (2) Mental Health Services and Addiction Administration
- (3) Pan American Health Organization
- (4) Special supplemental nutrition program for women, infants and children
- (5) Health Insurance Portability and Accountability Act
- (6) Central Affairs Office of AIDS and Communicable Diseases

FRANCISCO JOGLAR PESQUERA, MID, MACP  
SECRETARY OF HEALTH

According to  
Administrative  
Order # 240

**OVERALL STATEWIDE BUDGET**

**Budget Table I-1: Budget Summary by Budget Category  
(Evidence for selection criterion (G))**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$ 361,836	\$ 361,836	\$ 361,836	\$ 361,836	\$ 1,447,344
2. Fringe Benefits	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 360,000
3. Travel	\$ 43,200	\$ 43,200	\$ 43,200	\$ 43,200	\$ 172,800
4. Equipment	\$ 34,800	\$ 4,200	\$ 4,200	\$ 4,200	\$ 47,400
5. Supplies	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 80,000
6. Contractual	\$ 1,647,956	\$ 1,558,358	\$ 1,558,358	\$ 1,414,258	\$ 6,178,929
7. Training Stipends	\$ 162,750	\$ 162,750	\$ 162,750	\$ 97,650	\$ 585,900
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>9. Total Direct Costs (add lines 1-8)</b>	<b>\$ 2,360,542</b>	<b>\$ 2,240,344</b>	<b>\$ 2,240,344</b>	<b>\$ 2,031,144</b>	<b>\$ 8,872,373</b>
10. Indirect Costs*	\$ 825	\$ 825	\$ 825	\$ 825	\$ 3,300
11. Funds to be distributed to Subgrantees	\$ 6,113,200	\$ 4,637,600	\$ 4,637,600	\$ 4,787,200	\$ 20,175,600
12. Funds set aside for participation in grantee technical assistance	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>\$ 8,499,567</b>	<b>\$ 6,903,769</b>	<b>\$ 6,903,769</b>	<b>\$ 6,844,169</b>	<b>\$ 29,151,273</b>
14. Funds from other sources used to support the State's plan	(b)(4)				
<b>15. Total Statewide Budget (add lines 13-14)</b>	(b)(4)				

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to Subgrantees. At the time of application, States are not required to provide budgets for how the Subgrantees will use these funds. However, as stated in Program Requirement (o), grantees must submit scopes of work for the State and for each Subgrantee within 90 days of receipt of an award, and these scopes of work must contain, among other items, detailed budgets. Additionally, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State plan.

Line 12: The State must set aside \$25,000 annually from its grant funds for the purpose of participating in Preschool Development Grant technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

**SISTEMA DE EVALUACIÓN Y MEDICIÓN DE CALIDAD  
PARA LOS PROGRAMAS QUE ATIENDEN LA NIÑEZ TEMPRANA  
EN PUERTO RICO**



**IMPLANTACIÓN DEL SISTEMA DE EVALUACIÓN Y MEDICIÓN DE CALIDAD PARA LOS  
PROGRAMAS QUE ATIENDEN LA NIÑEZ TEMPRANA**

**13 DE AGOSTO DE 2013**

## **TABLA DE CONTENIDO**

### **SISTEMA DE EVALUACIÓN Y MEDICIÓN DE CALIDAD**

**Propósito y metas**

**Elementos que forman el Sistema de Evaluación y Medición de Calidad**

**Estándares de Calidad**

**Pasitos: Instrumento para medir la calidad**

**Sistema de monitoreo y seguimiento**

**Incentivos para promover el desarrollo profesional y financiamiento**

**Educación a las familias**

### **UNIDAD DE EVALUACIÓN Y MEDICIÓN DE CALIDAD**

**Funciones de la Unidad de Evaluación y Medición de Calidad**

**Estructura administrativa**

**Director**

**Coordinadores**

**Tareas respecto a los centros**

**Tareas respecto a los Mentores**

**Tareas respecto a las familias**

**Tareas respecto a las agencias e instituciones**

**Asistente Administrativo**

**Mentores**

**Proceso de autoevaluación**

## **SISTEMA DE EVALUACIÓN Y MEDICIÓN DE CALIDAD Y LA OFICINA DE LICENCIAMIENTO**

**Sistema de Evaluación y Medición de Calidad integrado al proceso de licenciamiento**

**Recomendaciones a la Oficina de Licenciamiento para una colaboración exitosa entre ésta y la Unidad de Evaluación y Medición de Calidad**

### **APÉNDICES**

- A. MENTORÍA Y MENTORES**
- B. RECOMENDACIONES ACERCA DEL LICENCIAMIENTO Y DEL QUALITY RATING IMPROVEMENT SYSTEM (QRIS) QUE APARECEN EN LA LITERATURA**

## SISTEMA DE EVALUACIÓN Y MEDICIÓN DE CALIDAD

El *Sistema de Evaluación y Medición de Calidad para los Programas que Atienden la Niñez Temprana* es una estrategia dirigida a promover y elevar la calidad de los servicios que ofrecen los centros de cuidado y desarrollo a la niñez temprana (0 – 5 años). Con ese propósito, este tipo de sistema ha sido implementado en los Estados Unidos y otros países, dando resultados muy positivos. El *Sistema de Evaluación y Medición de Calidad* ofrece al personal que labora en los centros la oportunidad de participar en un proceso de autoevaluación, acompañado de visitas de validación, dirigido a fomentar el desarrollo profesional y elevar la calidad del servicio.

El *Sistema de Evaluación y Medición de Calidad* es visto como un procedimiento de *assessment* universal, que está compuesto por: (a) una serie de estándares y criterios, que representan la estructura legal y las prácticas apropiadas características de un servicio seguro y efectivo; (b) un instrumento de autoevaluación, que define y mide, de forma sencilla y clara, lo que es calidad; a la vez que permite clasificar a los centros de acuerdo al nivel de calidad del servicio que ofrecen; (c) un procedimiento de monitoreo y seguimiento que incluye la asignación de un mentor, la preparación de un portafolio y visitas de validación, que tienen el propósito de orientar y asesorar al personal, validar el proceso de autoevaluación, y colaborar en la estructuración de un plan de desarrollo y mejoramiento del centro; (d) un sistema de apoyo al personal del centro que consiste de becas y otros incentivos dirigidos a fortalecer y estimular que los centros continúen, a lo largo de los años, mejorando la calidad del servicio que ofrecen a la niñez temprana; y (e) un programa de educación a la familia y recursos dirigidos a diseminar, educar y mantener a las familias informadas sobre la importancia y el nivel de calidad de los centros.

El *Sistema de Evaluación y Medición de Calidad*, además, es un elemento que unifica los diferentes sectores que componen y apoyan el Sistema de Aprendizaje y Desarrollo Temprano para Puerto Rico, que está compuesto por los siguientes organismos: a) Departamento de Salud; b) Departamento de Educación; c) Administración de Servicios de Salud Mental y Contra la Adicción; d) Agencia Estatal de los programas bajo la Sección 619 o la Parte C del *Individual with Disabilities Education Act*; e) Administración para el Cuidado y Desarrollo Integral de la Niñez; f) Departamento de Recreación y Deportes; g) Instituciones Postsecundarias; h) Proveedores públicos y privados de Servicio de Educación y Desarrollo de la Niñez en Edad Temprana; i) Early Head Start y Head Start. Se espera que todos estos sectores compartan, conozcan, apoyen e implementen los criterios de calidad en este sistema de evaluación y medición que se establece para Puerto Rico.

### Propósito y metas

El propósito del *Sistema de Evaluación y Medición de Calidad* es fomentar la autoevaluación y la reflexión, para hacer al personal de los centros consciente del nivel en que se encuentran respecto a los criterios de calidad establecidos y proveerles el apoyo necesario para estructurar

planes de desarrollo continuo, dirigidos a mejorar la calidad de los servicios que se proveen a la niñez temprana.

La meta es ofrecer a los centros retrocomunicación de forma sistemática, para promover la reflexión respecto al nivel de calidad en que se encuentran, determinar sus fortalezas y necesidades, estructurar un plan de mejoramiento y desarrollo, proveer la ayuda técnica e incentivos necesarios para apoyar y estimular a que los centros mejoren y alcancen niveles más altos de calidad. Asimismo, el Sistema pretende educar a las familias sobre la importancia de los criterios de calidad y diseminar la información acerca del nivel de calidad de los centros. De esta forma, las familias tendrán el conocimiento necesario para seleccionar el centro que ofrece los servicios que mejor se ajustan a las necesidades de sus hijos e hijas. Igualmente, se espera asegurar que los diferentes sectores que componen y apoyan el *Sistema de Aprendizaje y Desarrollo Temprano para Puerto Rico* trabajen de forma sistemática y articulada hacia la meta de promover los niveles más altos de calidad en los centros de cuidado, desarrollo y educación de la niñez.

#### **Elementos que forman el Sistema de Evaluación y Medición de Calidad**

- a) **Estándares de Calidad**, representan las condiciones que contribuyen a ofrecer un servicio de calidad a la niñez temprana. Los estándares describen el conocimiento que los directores, administradores, maestros y proveedores de servicio a la niñez deben entender y aplicar de manera que su labor cumpla con los requisitos de ley y de calidad, propiciando que el servicio que se ofrece sea efectivo. Los requisitos de licenciamiento del Departamento de la Familia en Puerto Rico son considerados como el primer paso en el *Sistema de Evaluación y Medición de Calidad*. Los estándares para Puerto Rico fueron desarrollados utilizando un sinnúmero de fuentes, entre las que se encuentran: *los requisitos de licenciamiento del Departamento de la Familia para los centros de cuidado y desarrollo en Puerto Rico; los estándares de acreditación de la National Association for the Education of Young Children, las Normas de Desempeño del Programa Head Start; los Estándares de salud y seguridad para los programas que ofrecen cuidado a la niñez temprana establecidos por la Academia Americana de Pediatría, la Asociación Americana de Salud Pública y el Centro de Recursos Nacionales para la salud y seguridad para el cuidado de la niñez; Environmental Rating Scale (ERS), entre otros*. Estos están contenidos en un instrumento que fue generado para Puerto Rico y que se ha denominado *Pasitos*.
- b) **Pasitos: Instrumento para medir la calidad** - Para facilitar a los centros el proceso de mejoramiento y desarrollo hacia niveles más altos de calidad, se ha preparado un instrumento para Puerto Rico, que ha sido denominado *Pasitos*. El propósito de este instrumento consiste en definir una serie de criterios que permiten identificar y clasificar la calidad de los centros en Puerto Rico, utilizando una escala de cinco pasos. Este instrumento es el sistema de identificación del nivel de calidad donde se encuentra el centro. El sistema está compuesto por cinco niveles de calidad o "Pasitos", donde el Paso 1 representa el nivel de calidad asociado con el cumplimiento con los requisitos de

licenciamiento y el 5 implica que el centro cumple con todos los criterios establecidos en el instrumento. Los criterios de calidad se agrupan en 10 estándares y criterios de calidad que se han establecido para Puerto Rico. Los criterios de calidad se agrupan bajo los siguientes diez estándares: (1) Relaciones positivas; (2) Planes de actividades diarias para estimular el desarrollo; (3) Enseñanza, (4) Avalúo; (5) Salud y seguridad; (6) Maestros; (7) Familia; (8) Relaciones con la comunidad; (9) Ambiente Físico; y (10) Liderazgo y administración. La información relacionada con estos estándares y criterios puede ser accedida a través del portal electrónico <Pasitospr.org>.

- c) **Sistema de monitoreo y seguimiento**, dirigido a fomentar la autoevaluación y mejorar la calidad de los servicios que se ofrecen a la niñez temprana. Este sistema comienza con un proceso de autoevaluación, compuesto de una serie de actividades que comienzan con designar un mentor a cada centro (El Apéndice A provee mayor información acerca del proceso de mentoría y los mentores.) para ofrecer una orientación y mentoría relacionadas con los estándares y criterios de calidad; la preparación de un portafolio de evidencias de cumplimiento con los estándares y criterios de calidad; la asignación del pasito (de 1 a 5) o puntaje de calidad en que se encuentra el centro; el diseño de un plan de mejoramiento y desarrollo para el centro; la elegibilidad para participar del sistema de apoyo que ofrece el *Sistema de Evaluación y Medición de Calidad* para promover y apoyar la calidad del servicio que incluye pero no se limita a diferentes incentivos y becas. Este sistema de autoevaluación se repite periódicamente para dar seguimiento a los planes de desarrollo y mejoramiento, de manera que los centros aspiren y continúen trabajando hacia niveles más altos de calidad.
- d) **Incentivos para promover el desarrollo profesional y financiamiento**, que pueden consistir en becas de estudio para el personal de los centros, subvenciones y otras ayudas que reviertan en mejorar la calidad del servicio que se ofrece a la niñez temprana.
- e) **Educación a las familias**, que debe verse como un mecanismo dirigido a ofrecer información a las familias para que sean consumidores educados, con los conocimientos adecuados para seleccionar un centro de calidad para sus hijos. Igualmente, se educa a las familias con el propósito de que estos comprendan cómo los estándares de calidad y el *Sistema de Evaluación y Medición de Calidad* benefician a los centros que ofrecen servicio a la niñez temprana y a la niñez temprana en Puerto Rico.

El sistema se sostiene a través de un conjunto de elementos relacionados entre sí, que contribuyen al desarrollo progresivo de cada centro, para lograr así alcanzar los más altos estándares de calidad.

## **UNIDAD DE EVALUACIÓN Y MEDICIÓN DE CALIDAD**

La Unidad de Evaluación y Medición de Calidad es la oficina responsable de recopilar, almacenar y mantener actualizada y proveer información a las diversas agencias e instituciones que brindan servicios de cuidado y desarrollo a la niñez temprana: 1) información de contacto; 2) administración; 3) licencias y permisos; 4) planta física; 5) ubicación; 6) servicios que ofrece; 7) programación; 8) matrícula que atiende; 9) preparación del personal; 10) acuerdos colaborativos; 11) nivel de cumplimiento con los estándares, criterios e indicadores que incluye el instrumento *Pasitos*; y 12) planes de desarrollo.

La Unidad de Evaluación y Medición de Calidad es la oficina responsable por la implantación y el funcionamiento correcto del Sistema de Evaluación y Medición de Calidad. Esta Unidad mantiene toda la información actualizada de los centros. Debido a esto, el personal de la misma es responsable de colaborar, proveer información y asesorar al personal de agencias gubernamentales, privadas e instituciones educativas que brindan servicios a la niñez temprana y sus familias. El personal de la Unidad se responsabiliza por el desarrollo de informes respecto al “pasito” en que se encuentran los centros y las áreas de fortaleza y necesidad. Estos informes son utilizados por agencias gubernamentales, entidades privadas e instituciones educativas para asignar fondos para el mejoramiento de planta física, la adquisición de materiales, el desarrollo profesional del personal del centro o cualquier otro aspecto que redunde en el fortalecimiento de los servicios que los centros ofrecen a la niñez y las familias (e.g., creación de becas, propuestas, programas). Parte de esta información es de suma importancia también para las familias, quienes pueden utilizar la misma al momento de seleccionar un centro para sus hijos(as) o encontrar formas para colaborar con el centro donde sus hijos(as) reciben servicios de cuidado y desarrollo de modo que se aumente la calidad de los servicios que se proveen.

### **Funciones de la Unidad de Evaluación y Medición de Calidad**

1. Mantener la comunicación constante y la colaboración con diversas agencias gubernamentales, privadas e instituciones educativas de manera que se garantice que los centros ofrecen servicios de alta calidad a la niñez temprana.
2. Ofrecer orientación acerca de los requisitos del Sistema de Evaluación y Medición de Calidad.
3. Actualizar los requisitos del Sistema de Evaluación y Medición de Calidad de modo que presenten los contenidos y recomendaciones más recientes en torno a las prácticas apropiadas de cuidado y desarrollo de la niñez temprana.
4. Seleccionar, adiestrar y evaluar a los mentores que proveerán apoyo a los centros.
5. Dar seguimiento al centro y a los mentores, durante el proceso de autoevaluación “Pasitos”.
6. Verificar y mantener actualizada la información contenida en la base de datos: Perfil, Evaluación y Plan de desarrollo.
7. Certificar que la información contenida en el Perfil, la Evaluación y el Plan de desarrollo está completa y es correcta.

8. Referir y facilitar talleres de desarrollo profesional a los centros para aumentar su calidad.
9. Ofrecer becas y acceso a adiestramientos o programas de educación continuada a través de instituciones de educación superior.
10. Ofrecer incentivos para que el centro pueda aumentar el "Pasito" en que se encuentra de forma escalonada. (Crear un TIER SYSTEM que incluya la observación y el impacto en la niñez de los cambios ejecutados y establecidos en el Plan de Desarrollo)
11. Destacar aquellos centros que promueven las mejores prácticas y logran alcanzar cinco "Pasitos" para que sirvan de modelo y colaboren con otros centros que aún no han completado los 5 pasitos.
12. Estimular, entre los centros que logren alcanzar el "Pasito 5", el obtener otras acreditaciones externas, como la de la NAEYC. Hacer público en la plataforma del Sistema de Evaluación y Medición de Calidad estos logros.
13. Colaborar con la Oficina de Licenciamiento para orientar a las familias y la comunidad sobre la importancia del Sistema de Evaluación y Medición de Calidad.
14. Actualizar la información que se encuentra en el ambiente web que permite acceso a la Base de datos.
15. Proveer información necesaria a distintas agencias e instituciones que redunden en la prestación de servicios de calidad para la niñez temprana y las familias (e.g., instituciones de educación superior para mejorar los programas de preparación de maestros, Departamento de Salud para asesorar al personal de los centros, agencias gubernamentales para crear propuestas para la adquisición de fondos y el desarrollo de programas).

### **Estructura administrativa**

La estructura administrativa de la Unidad de Evaluación y Medición de Calidad se compone de un Director, dos Coordinadores, un Asistente Administrativo y los Mentores. Este personal tiene la responsabilidad de corroborar y mantener actualizada toda la información producto de la autoevaluación de los centros utilizando el instrumento *Pasitos*, el perfil del centro, el portafolio y el plan de desarrollo. Es importante notar que la autoevaluación es facilitada por un grupo de Mentores que poseen preparación académica y experiencia profesional en niñez temprana. De esto se desprende que el personal de la Unidad es también responsable de mantener un registro actualizado de Mentores. Además, la Unidad no solo provee información a entidades gubernamentales, privadas o educativas, sino que también provee información a las familias.

Las responsabilidades en términos de recopilación, actualización y disseminación de información a diferentes sectores (Oficina de Licenciamiento, centros de cuidado y desarrollo, entidades gubernamentales y privadas e instituciones educativas) se unen a la función de asesoría y contratación de recursos (i.e., Mentores) y la información provista a las familias para justificar la necesidad, cantidad y puestos del personal de la Unidad de Evaluación y Medición de Calidad.

## **Director**

El Director es responsable de velar por el cumplimiento de las metas de la Unidad en la prestación de servicios a los diferentes sectores. Además, es responsable de ratificar las autoevaluaciones de los centros y el nivel de cumplimiento obtenido (i.e., "pasito"), la contratación de los Mentores y la información contenida en los informes de resultados o cualquier otro informe que desarrolle la Unidad. Otra de las tareas importantes que desempeña el Director es la de proveer a la Oficina de Licenciamiento la información necesaria al momento de radicar o renovar la licencia de operación de un centro. Cabe señalar que su función también incluye asesorar al personal de la Oficina de Licenciamiento en procesos de licenciamiento. El Director es también responsable de proveer información respecto a las fortalezas y necesidades de los centros y la búsqueda de fondos u alianzas que puedan ayudar a mejorar los servicios que ofrecen los centros. Estos esfuerzos incluyen el desarrollo de propuestas para la obtención de fondos, la creación de programas de desarrollo profesional para el personal de los centros y la asesoría en el mejoramiento de programas académicos en instituciones educativas, entre otros.

La preparación académica y la experiencia profesional del Director de la Unidad de Evaluación y Medición de Calidad debe incluir: maestría en educación con concentración en el cuidado y desarrollo de la niñez temprana, experiencia en el desarrollo y administración de propuestas (alianzas, colaboración, obtención de fondos), coordinación de proyectos educativos, administración y supervisión, desarrollo de informes de resultados (análisis e interpretación) y trabajo con bases de datos. Se recomienda que las personas que aspiran este puesto provean toda experiencia relacionada al trabajo en escenarios donde se preste servicios a la niñez temprana y sus familias que hayan tenido. El objetivo es tener una persona altamente calificada que pueda dar dirección a la Unidad y asesorar las diversas entidades con las que tendrá comunicación, todo en pro de mejorar la calidad de los servicios que se ofrecen a la niñez temprana en Puerto Rico. La persona que aspire este puesto debe poderse comunicar, tanto de forma oral como escrita, en español e inglés.

## **Coordinadores**

Los Coordinadores apoyan todas las labores que realiza la Unidad y son parte fundamental en el cumplimiento de las metas de la misma. Sus tareas se dividen de acuerdo a las entidades a los que la Unidad atiende: centros, Mentores, familias e instituciones.

**Tareas respecto a los centros.** Los Coordinadores son responsables de recibir la información requerida de un centro que comienza el proceso de evaluación o está en proceso de desarrollo. Deben determinar que la información está completa y proveer orientación al personal del centro respecto al proceso de autoevaluación. Además, deben determinar el Mentor que se asignará al centro y facilitar la comunicación entre el personal del centro y el Mentor. Durante el proceso de autoevaluación, los Coordinadores verifican que el proceso se lleve a cabo según requerido (visitas, comunicación, documentos) mediante comunicación con el personal del

centro y el Mentor. Una vez completado el proceso, son responsables de verificar la información recopilada durante la autoevaluación y mantener actualizada la información en la base de datos. Los Coordinadores se reúnen de forma periódica con el Director de la Unidad para informar el progreso de las autoevaluaciones y cualquier situación que amerite atención especial.

**Tareas respecto a los Mentores.** Los Coordinadores verifican las solicitudes de aquellas personas que desean rendir servicios como Mentores y entrevistan a los candidatos. Son responsables de verificar la preparación académica y profesional de los candidatos, examinando todas las evidencias provistas. Presentan sus recomendaciones al Director quien a su vez evalúa cada solicitud y evidencias, para tomar decisiones respecto a los candidatos. Una vez se obtiene el visto bueno del Director respecto a un candidato, este se coloca en el registro de Mentores. Cuando se requiere la contratación de un Mentor, los Coordinadores evalúan la información contenida en el registro de Mentores (e.g., área de peritaje, posibilidad de traslado al lugar donde se encuentra el centro, cantidad de centros que tiene asignada) para proveer recomendaciones al Director de la Unidad. El Director procede a seleccionar o ratificar el Mentor y los Coordinadores proceden a comunicarse y citar al Mentor para proveer orientación respecto al proceso de autoevaluación y la información respecto al centro asignado.

**Tareas respecto a las familias.** Las familias son parte esencial en el desarrollo óptimo de la niñez temprana. Como tal, deben poseer información que facilite la selección de un centro a tenor con sus necesidades y las de sus hijos(as). Además, la información que se provea puede servir para fomentar el involucramiento de las familias en el desarrollo de sus hijos(as). Ejemplo de esto es conocer la importancia de las prácticas adecuadas en el desarrollo de la niñez, el rol importante que tiene la familia en el desarrollo de sus hijos(as) y las formas en que pueden colaborar con los centros de cuidado y desarrollo de manera que apoyen y promuevan el mejoramiento de los mismos. La función de diseminación de información es llevada a cabo por los Coordinadores manteniendo actualizada la información que se provee a través del ambiente web de la Unidad y, en específico, aquella información dirigida a las familias. Además, pueden desarrollar opúsculos que provean información dirigida a las familias para ser colocados en los centros y disponibles en la oficina de la Unidad. También, pueden contestar preguntas de la comunidad y proveer información ya sea mediante llamada telefónica o correo electrónico dirigido a la Unidad. Por último, pueden crear un programa dirigido a la educación de las familias respecto al cuidado y desarrollo de la niñez temprana en colaboración con instituciones que provean servicios a esta población.

**Tareas respecto a las agencias e instituciones.** Los Coordinadores son responsables de desarrollar los informes de la Unidad. Estos incluyen los informes de puntuaciones de los centros de acuerdo a los estándares o criterios del instrumento *Pasitos*, la preparación académica del personal de los centros, los planes de desarrollo, entre otros. Esta información es de utilidad a las agencias e instituciones gubernamentales, privadas y educativas al momento de tomar decisiones respecto a la asignación de fondos, la creación de programas, el desarrollo de propuestas y el mejoramiento de los programas académicos que ofrecen. La utilidad estriba en que las decisiones serán tomadas mediante el examen de evidencias, lo que a su vez sirve de

argumento en apoyo de la gestión que se propone. La información contenida en los informes es presentada por los Coordinadores al Director de la Unidad. El Director de la Unidad debe ratificar la información antes de proceder a ser diseminada.

El perfil de los Coordinadores debe incluir bachillerato en educación con especialidad en el cuidado y desarrollo de la niñez temprana, experiencia coordinando proyectos educativos, experiencia en la preparación de propuestas colaborativas, alianzas y obtención de fondos, preparación de informes de resultados (análisis e interpretación) y experiencia trabajando con bases de datos (entrada y actualización de datos). Debido a que algunas propuestas e informes pueden ser dirigidas a entidades en los Estados Unidos, es importante que los candidatos posean un manejo adecuado tanto del idioma español como el inglés.

### **Asistente Administrativo**

La necesidad de un Asistente Administrativo se justifica debido al volumen de documentos y datos que produce la Unidad de Evaluación y Medición de Calidad. Entre los documentos se encuentran la información de los centros, la información de los Mentores, los informes de la Unidad y los documentos de orientación e información que se desarrollan para los diferentes sectores con los cuales interactúa el personal de la Unidad (centros, Mentores, familias, agencias, instituciones). Todos estos documentos deben ser desarrollados, actualizados y almacenados de modo que provean información actual y estén disponibles en todo momento. Además, el personal de la Unidad desarrolla propuestas de acuerdos colaborativos, obtención de fondos y proyectos especiales, entre otros. Por último, en la Unidad se desarrolla el registro de centros y Mentores, y los contratos de los Mentores. Toda esta información se trabaja en la Unidad y es responsabilidad del Asistente Administrativo mantenerla actualizada y disponible cuando sea necesaria. La actualización y almacenaje de todos los documentos es esencial en la evaluación del trabajo de la Unidad y para propósitos de monitorías. El Asistente Administrativo también puede realizar funciones de recepción tales como contestar teléfonos, recibir documentos y visitantes.

El peritaje del Asistente Administrativo puede incluir: bachillerato en administración de empresas con concentración en Asistente Administrativo, tres años de experiencia como Asistente Administrativo, experiencia trabajando con presupuesto y propuestas, desarrollo de contratos, bases de datos y atención al público.

### **Mentores**

Los Mentores son especialistas con peritaje en áreas relacionadas con el cuidado y desarrollo de la niñez temprana (El Apéndice A provee mayor información respecto al proceso de mentoría y los mentores.). En el caso ideal, deben poseer la maestría en educación de la niñez temprana. En casos especiales, de acuerdo con la necesidad, se puede contratar un Mentor con bachillerato y experiencia profesional específica dirigida a un área particular de la niñez

temprana. Los Mentores deben solicitar ser incluidos en el registro que posee la Unidad. Una vez solicitan y entregan las evidencias de su preparación académica y experiencia profesional, son entrevistados por los Coordinadores de la Unidad y ratificados por el Director antes de ser incluidos en el Registro de Mentores. Los Mentores son contratados de acuerdo a las necesidades de la Unidad, entiéndase por esto la autoevaluación de centros que poseen características particulares y el lugar donde se encuentra el centro.

Una vez un Mentor es contratado, los Coordinadores proceden a orientarle y proveerle la información del centro al cual será asignado. La responsabilidad del Mentor incluye mantener un diálogo continuo con el personal del centro, orientarle respecto al proceso y facilitar el que el centro complete exitosamente el proceso de autoevaluación (perfil del centro, instrumento Pasitos, portafolio de evidencias, plan de desarrollo). El Mentor debe corroborar toda la información provista, proveer la información a los Coordinadores y discutir con ellos el resultado de la autoevaluación.

Es importante señalar que los programas de Early Head Start, Head Start y Child Care poseen coordinadores educativos que pueden realizar la función de Mentor. Esto puede aminorar el costo de la contratación de Mentores, al solo tener que contratar Mentores para los centros privados.

### **Proceso de autoevaluación**

El proceso de autoevaluación consiste de una serie de pasos que comienzan en el momento en que el personal de un centro se dispone a realizar el proceso de autoevaluación por primera vez o debe realizarlo de acuerdo a lo establecido en su plan de desarrollo. El proceso culmina una vez el personal del centro presenta la evidencia de haber completado el perfil, la autoevaluación, el portafolio y el plan de desarrollo. Esto debe ser certificado por el mentor y cotejado en la base de datos. A continuación se presenta cada paso del proceso de autoevaluación, incluyendo las tareas específicas que involucra el mismo.

1. **Orientación acerca del proceso y sus componentes:** El Director y los coordinadores de la *Unidad de Medición de Calidad* orientan formalmente a la persona a cargo del centro acerca de los criterios y estándares utilizados para medir la calidad; componentes (perfil, autoevaluación, portafolio y plan de desarrollo) y el proceso del Sistema de Evaluación y Medición de Calidad.
2. **Asignación de un mentor:** El Director y los coordinadores de la *Unidad de Medición de Calidad* asignarán un mentor a los centros privados que no poseen apoyo de alguna organización o agencia. Aquellos centros que funcionen bajo las estructuras de Child Care, Head Start y Early Head Start recibirán el apoyo y la mentoría del personal que labora en estas organizaciones o agencias. El mentor visita el centro (un mínimo de 3 visitas) para orientar y proveer apoyo al personal respecto al trabajo que comprende el proceso de autoevaluación del *Sistema de Evaluación y Medición de Calidad*. Cabe señalar que, además

de las 3 visitas al centro, el mentor debe estar disponible para proveer asesoría respecto al proceso usando otros medios de comunicación tales como teléfono y correo electrónico. Es responsabilidad del mentor verificar, ofrecer recomendaciones y apoyar al personal del Centro en la entrada del perfil en la base de datos, el desarrollo del portafolio (las evidencias que presenta) y la autoevaluación a la luz de los estándares y criterios establecidos en el instrumento "Pasitos". Además de verificar las evidencias del portafolio, este deberá observar las ejecutorias e interacciones del personal del Centro con la niñez, la familia y la comunidad.

3. **Entrada de datos del perfil del Centro:** El personal directivo del Centro entra la información del perfil en la base de datos del *Sistema de Evaluación y Medición de Calidad*.
4. **Verificación de datos del perfil del Centro:** El Director y los coordinadores de la *Unidad de Medición de Calidad* verifican los datos del perfil para asegurar que están completos y son correctos. En caso de que falte información o haya información incorrecta, emite recomendaciones para mejorar el perfil.
5. **Desarrollo de la autoevaluación y del portafolio del Centro:** El mentor orienta y provee apoyo al Centro en el proceso de autoevaluación y la recopilación y organización de las evidencias en el portafolio vis-à-vis los estándares y criterios establecidos en el instrumento "Pasitos".
6. **Verificación de la autoevaluación y del portafolio del Centro:** El mentor verifica el contenido de la autoevaluación y el portafolio mediante consulta con el director, el personal del centro y las observaciones realizadas durante las visitas, asegurándose de que cubren todos los estándares y criterios establecidos en el instrumento "Pasitos". En caso que sea necesario, ofrece sus recomendaciones y provee apoyo al centro para completarlos. Además, durante el proceso se identifican las fortalezas y áreas a considerar para mejorar.
7. **Creación del Plan de Desarrollo del Centro:** El mentor colabora con el centro en la preparación del Plan de Desarrollo, asegurando que se toman en consideración los datos recopilados y los resultados obtenidos durante el proceso: perfil, portafolio y autoevaluación.
8. **Verificación del Plan de Desarrollo del Centro:** El mentor verifica el contenido del Plan de Desarrollo y determina si está completo y es correcto. En caso que sea necesario, ofrece sus recomendaciones y provee apoyo al Centro para completarlo. El plan debe estar dirigido a mejorar áreas de necesidad identificadas en la autoevaluación y debe ser organizado usando los estándares y criterios establecidos en el instrumento de autoevaluación "Pasitos".
9. **Comunicación del resultado de la autoevaluación:** El mentor procede a entrar los resultados de la autoevaluación y el plan de desarrollo en la base de datos del Sistema de Evaluación y Medición de Calidad. El mentor comunica al Director de la *Unidad de Medición*

de Calidad que la autoevaluación ha sido completada. Debe proveer un informe que contiene los resultados, sus observaciones y recomendaciones.

10. **Verificación de la autoevaluación y del Plan de desarrollo del Centro:** El Director y los coordinadores de la *Unidad de Medición de Calidad* proceden a verificar los resultados de la autoevaluación y el plan de desarrollo en la base de datos del Sistema de Evaluación y Medición de Calidad. El Director es responsable de certificar que el trabajo está completo y es correcto. La base de datos provee los resultados del "Pasito" en que se encuentra el centro en cada Estándar y Criterio.

## SISTEMA DE EVALUACIÓN Y MEDICIÓN DE CALIDAD Y LA OFICINA DE LICENCIAMIENTO

La literatura presenta diversas recomendaciones respecto a la implantación de los Sistemas de Evaluación y Medición de Calidad basadas en la experiencia de diversos estados de los Estados Unidos que han implantado estos sistemas (Ver Apéndice B). Estas recomendaciones fueron atendidas en la creación del Sistema que se propone. Es importante señalar que el Apéndice B hace referencia a los Quality Rating Improvement Systems (QRIS). Este es el nombre con el cual se conocen los Sistemas de Evaluación y Medición de Calidad en los Estados Unidos.

El Sistema de Evaluación y Medición de Calidad es desarrollado para fomentar el fortalecimiento y desarrollo continuo de los servicios que se ofrecen a la niñez temprana y las familias. Además de proveer información necesaria a las agencias e instituciones que trabajan en pos de mejorar dichos servicios, velar por el cumplimiento de las leyes y de que se provean los mejores servicios a la población. Una de las agencias importantes en monitorear los servicios que se ofrecen en los centros de cuidado y desarrollo de la niñez temprana es la Oficina de Licenciamiento. Esta es la Oficina que tiene la capacidad legal para otorgar una licencia de operación a un centro. Por tanto, la literatura indica la idoneidad de la colaboración de la Unidad de Evaluación y Medición de Calidad y la Oficina de Licenciamiento.

Debido a la importancia que presenta la literatura de la colaboración entre la Unidad Evaluación y Medición de Calidad, a continuación se presenta la forma de integrar el trabajo de estas dos oficinas.

### **Sistema de Evaluación y Medición de Calidad integrado al proceso de licenciamiento**

1. **Individuo/corporación solicita/renueva Licencia:** Individuo o corporación expresa su intención de obtener o la necesidad de renovar la Licencia necesaria para operar un centro. Se puede comunicar con el personal designado en la Oficina de Licenciamiento mediante uno de los siguientes medios: teléfono, correo electrónico o en persona.
2. **Orientación acerca de los requisitos de Licenciamiento:** Recibe orientación formal, la cual consiste de lo siguiente:
  - a. Entrevista con el personal de la Oficina de Licenciamiento, mediante cita
  - b. Se explica el proceso y se proveen los documentos necesarios (e.g., solicitud, reglamento, requisitos para obtener licencia y entrar al QRIS)
  - c. Se refiere a la persona a la página electrónica o “website” de la Oficina de Licenciamiento que provee la información necesaria y documentos
  - d. Orientación debe cubrir el proceso de adquirir y renovar la licencia, los requisitos para adquirir y renovar la licencia, y el requisito de entrar al *Sistema de Evaluación y Medición de Calidad*

3. **Entrega/recolección de documentos:** La persona interesada cumplimenta y entrega a la Oficina de Licenciamiento los documentos, quienes tienen un proceso formal para el recibo y verificación de los mismos.
4. **Revisión de documentos:** Proceso formal de verificación de documentos versus cumplimiento con indicadores del Pasito 1 y requisitos de Licenciamiento. Se verifica que los documentos estén completos y sean correctos. En caso necesario, se proveen recomendaciones acerca de la necesidad de proveer documentos que faltan o cumplimentar correctamente los documentos entregados.
  - a. Permisos: ARPE; bomberos; etc.
  - b. Documentos: Currículo; Sistema de contabilidad y finanzas; Certificado de antecedentes penales, salud, entre otros del personal; documentos que certifiquen el trasfondo académico del personal; documentos para recopilar información de los niños y las familias; sistema de assessment y evaluación; plan de desalojo y emergencias; etc.
5. **Evaluación del Centro:** El Oficial de Licenciamiento realiza la visita de inspección al Centro para verificar que cumple con los requisitos de planta física. Además, se determina el número de niños a los que puede dar servicio de acuerdo al espacio. En caso necesario, se proveen recomendaciones acerca del cumplimiento con aspectos de planta física.
6. **Radicación de la decisión acerca de la solicitud de licencia:** La Oficina de Licenciamiento evalúa y radica una decisión respecto a la solicitud de licencia. Si el Centro cumple con todos los requisitos, se expide la licencia (las licencias tienen vigencia de dos años) y se refieren los documentos a la *Unidad de Medición de Calidad* para llevar a cabo el proceso de autoevaluación, proceso mediante el cual se determina el "Pasito" en que se encuentra el Centro.
7. **Proceso de autoevaluación:**
  - a. **Orientación acerca del proceso y sus componentes:** El Director y los coordinadores de la *Unidad de Medición de Calidad* orientan formalmente a la persona a cargo del centro acerca de los criterios y estándares utilizados para medir la calidad; componentes (perfil, autoevaluación, portafolio y plan de desarrollo) y el proceso del Sistema de Evaluación y Medición de Calidad.
  - b. **Asignación de un mentor:** El Director y los coordinadores de la *Unidad de Medición de Calidad* asignarán un mentor a los centros privados que no poseen apoyo de alguna organización o agencia. Aquellos centros que funcionen bajo las estructuras de Child Care, Head Start y Early Head Start recibirán el apoyo y la mentoría del personal que labora en estas organizaciones o agencias. El mentor visita el centro (un mínimo de 3 visitas) para orientar y proveer apoyo al personal respecto al trabajo que comprende el proceso de autoevaluación del *Sistema de Evaluación y Medición de Calidad*. Cabe señalar que, además de las 3 visitas al centro, el mentor debe estar disponible para proveer asesoría respecto al proceso usando otros medios de comunicación tales como teléfono y correo electrónico. Es responsabilidad del mentor verificar, ofrecer recomendaciones y apoyar al personal del Centro en la entrada del perfil en la base de

datos, el desarrollo del portafolio (las evidencias que presenta) y la autoevaluación a la luz de los estándares y criterios establecidos en el instrumento "Pasitos". Además de verificar las evidencias del portafolio, este deberá observar las ejecutorias e interacciones del personal del Centro con la niñez, la familia y la comunidad.

- c. **Entrada de datos del perfil del Centro:** El personal directivo del Centro entra la información del perfil en la base de datos del *Sistema de Evaluación y Medición de Calidad*.
- d. **Verificación de datos del perfil del Centro:** El Director y los coordinadores de la *Unidad de Medición de Calidad* verifican los datos del perfil para asegurar que están completos y son correctos. En caso de que falte información o haya información incorrecta, emite recomendaciones para mejorar el perfil.
- e. **Desarrollo de la autoevaluación y del portafolio del Centro:** El mentor orienta y provee apoyo al Centro en el proceso de autoevaluación y la recopilación y organización de las evidencias en el portafolio vis-à-vis los estándares y criterios establecidos en el instrumento "Pasitos".
- f. **Verificación de la autoevaluación y del portafolio del Centro:** El mentor verifica el contenido de la autoevaluación y el portafolio mediante consulta con el director, el personal del centro y las observaciones realizadas durante las visitas, asegurándose de que cubren todos los estándares y criterios establecidos en el instrumento "Pasitos". En caso que sea necesario, ofrece sus recomendaciones y provee apoyo al centro para completarlos. Además, durante el proceso se identifican las fortalezas y áreas a considerar para mejorar.
- g. **Creación del Plan de Desarrollo del Centro:** El mentor colabora con el centro en la preparación del Plan de Desarrollo, asegurando que se toman en consideración los datos recopilados y los resultados obtenidos durante el proceso: perfil, portafolio y autoevaluación.
- h. **Verificación del Plan de Desarrollo del Centro:** El mentor verifica el contenido del Plan de Desarrollo y determina si está completo y es correcto. En caso que sea necesario, ofrece sus recomendaciones y provee apoyo al Centro para completarlo. El plan debe estar dirigido a mejorar áreas de necesidad identificadas en la autoevaluación y debe ser organizado usando los estándares y criterios establecidos en el instrumento de autoevaluación "Pasitos".
- i. **Comunicación del resultado de la autoevaluación:** El mentor procede a entrar los resultados de la autoevaluación y el plan de desarrollo en la base de datos del Sistema de Evaluación y Medición de Calidad. El mentor comunica al Director de la *Unidad de Medición de Calidad* que la autoevaluación ha sido completada. Debe proveer un informe que contiene los resultados, sus observaciones y recomendaciones.
- j. **Verificación de la autoevaluación y del Plan de desarrollo del Centro:** El Director y los coordinadores de la *Unidad de Medición de Calidad* proceden a verificar los resultados de la autoevaluación y el plan de desarrollo en la base de datos del Sistema de Evaluación y Medición de Calidad. El Director es responsable de certificar que el trabajo está completo y es correcto. La base de datos provee los resultados del "Pasito" en que se encuentra el centro en cada Estándar y Criterio.

8. **Informe a la Oficina de Licenciamiento:** El Director de la *Unidad de Medición de Calidad* se reúne con el personal de la Oficina de Licenciamiento para entregar su informe, explicar y proveer la información respecto al resultado del proceso y otorgar recomendaciones.
9. **Resolución respecto al nivel de calidad:** La Oficina de Licenciamiento comunica su resolución (mediante cita e informe escrito con recomendaciones/acciones/curso a seguir/continuación) indicando al centro el "Pasito" en que se encuentra. La *Unidad de Medición de Calidad* procede entonces a hacer públicos los resultados de la autoevaluación, de manera que los centros tengan acceso a ver la información y conocer el paso obtenido. Las familias podrán entonces acceder a la plataforma de "Pasitos" para conocer únicamente el paso en que se encuentra el centro.
10. **Proceso vuelve a comenzar:** El proceso se repite cuando a un centro le toca renovar la licencia o cuando la Oficina de Licenciamiento indica que un centro debe ser evaluado.

#### **Recomendaciones a la Oficina de Licenciamiento para una colaboración exitosa entre ésta y la Unidad de Evaluación y Medición de Calidad**

1. Proveer medios adecuados y variados de comunicación con los centros (teléfono, correo electrónico, personal, página electrónica).
2. Proveer medios adecuados y variados para hacer llegar a los centros documentos necesarios para la radicación de solicitud de licencia (correo electrónico, personal, página electrónica).
3. Mantener un registro con la información actualizada de todos los centros licenciados (e.g., fechas de vigencia de licencia, información de contacto, informes de los resultados de visitas, registro de quejas del personal o la comunidad, registro de acciones recomendadas).
4. Orientar respecto a los requisitos que debe cumplir un centro para obtener la licencia (e.g., solicitud, planta física, personal, permisos, reglamentos, currículo) y entrar al Sistema de Evaluación y Medición de Calidad / QRIS.
5. Determinar cuándo un centro debe ser (re)evaluado.
6. Tener un sistema establecido para la recopilación y verificación de documentos de los centros.
7. Realizar las visitas de inspección a los centros.
8. Determinar la cantidad máxima y las edades de los niños que pueden recibir servicio en un centro.
9. Recomendar a los centros acciones necesarias para cumplir con el proceso y la documentación de la obtención de la licencia.
10. Revisar el cumplimiento del centro acerca de las acciones recomendadas.
11. Proveer información a los centros respecto al estatus del proceso de otorgación de la licencia.
12. Referir a los centros a la *Unidad de Evaluación y Medición de Calidad* para llevar a cabo el proceso de mentoría.
13. Mantener la comunicación constante con la *Unidad de Evaluación y Medición de Calidad*.

14. Comunicar al centro el resultado de la autoevaluación, las recomendaciones y el Pasito en que se encuentra.

**APÉNDICE A**  
**MENTORÍA Y MENTORES**

En el *Sistema de Evaluación y Medición de Calidad* la mentoría desempeña un rol importante, ya que se visualiza como un proceso recíproco y dialógico, entre una persona experimentada en el campo de la niñez temprana y los directores y maestros. Está dirigida a fortalecer las competencias profesionales de los educadores, validar el proceso de autoevaluación y mejorar la calidad del servicio que se ofrece en los centros.

### ¿Cómo se define el proceso de mentoría?

La mentoría es un proceso mediante el cual una persona con experiencia ayuda y apoya a otra persona menos experimentada a lograr sus metas y desarrollar sus habilidades profesionales. Este proceso puede existir en contextos formales como informales (Cooper & Miller, 1998).

En el *Sistema de Evaluación y Medición de Calidad* la mentoría se define como un proceso de orientación y asesoría que se ofrece a un centro que entra en el proceso de autoevaluación. La mentoría es ofrecida por una persona experimentada en el campo de la niñez temprana, que es asignada a un centro con el propósito de:

- orientar al personal sobre el proceso de autoevaluación;
- hacer visitas de seguimiento para que el centro cumpla con la tarea de preparar el portafolio de evidencias;
- validar el proceso de autoevaluación;
- y colaborar en el desarrollo del plan de mejoramiento del centro.

### ¿Cómo se hace la mentoría?

La comunicación entre el mentor y los centros es esencial para llevar a cabo un proceso de mentoría efectivo, por lo que se pueden utilizar las siguientes tres formas de comunicación:

- **Presencial** – Es importante que la persona que realiza la mentoría visite y observe cuidadosamente el centro que se le ha asignado. Se espera que se realicen un mínimo de 3 visitas al centro, pero podrá combinar la visita presencial con otros tipos de comunicación. Sin embargo el uso de la comunicación telefónica y en línea no sustituyen las visitas mínimas requeridas en el proceso.
- **Teléfono** – La asesoría por teléfono puede utilizarse para complementar las visitas presenciales. Este tipo de asesoría o consulta deberá documentarse de forma escrita.
- **En línea** – Igualmente, la asesoría y consulta puede ser complementada por correos electrónicos, chats y video conferencias.

Toda visita, comunicación telefónica o en línea deberá ser documentada por escrito, usando un formulario diseñado para dicho propósito.

## ¿Cuál es la función del mentor?

En el *Sistema de Evaluación y Medición de Calidad* el mentor tendrá tres funciones principales:

- **“coaching”** – establecer una relación positiva con el personal del centro asignado dirigida a acompañarlos durante todo el proceso para lograr completar el proceso de autoevaluación. Esto implica clarificar los requisitos y estándares de autoevaluación, buscar la manera más eficaz para que se cumpla, se realice y logre la creación de un portafolio de evidencias, se cumplimente el instrumento de autoevaluación “Pasitos” y se desarrolle un plan de mejoramiento y desarrollo para el centro fundamentado en los resultados de la autoevaluación.
- **asesoría** - establecer una relación de guía y compañía durante el proceso de autoevaluación. Desde su perspectiva como experto, ofrecerá consejos al personal del Centro fundamentados en la evidencia y conocimientos en el campo de la niñez temprana. Una asesoría efectiva llevará al personal del centro a reconocer que el proceso de autoevaluación es una responsabilidad de todos (director, maestros, asistentes, familia y otro personal) y que colaborarán en el proceso de recopilar datos, preparar el portafolio de evidencias, analizar las evidencias y preparar el plan de mejoramiento y desarrollo del Centro.
- **consultoría** – establecer una relación profesional dirigida a colaborar en la solución de los problemas que surjan durante el proceso de autoevaluación. El consultor debe en todo momento: (1) garantizar que el personal del centro pueda identificar sus fortalezas y necesidades, de manera que pueda alcanzar los fines y objetivos del proceso de autoevaluación; (2) contribuir a las soluciones de los problemas administrativos o de proceso que puedan surgir; (3) ofrecer alternativas y descubrir oportunidades dirigidas al mejoramiento de la calidad de los centros; y (4) fomentar que los centros pongan en práctica los cambios de manera que aumenten la calidad del servicio que ofrecen.

## ¿Quién puede ser un mentor?

El mentor puede ser una persona experimentada que conoce y está relacionada con el campo y los programas que atienden a la niñez temprana. Para cualificar como un mentor se deberá cumplir con los siguientes criterios:

- Tener un bachillerato, maestría o doctorado con especialidad en el área de la niñez temprana. En casos excepcionales, se puede contratar como mentor a una persona que tenga un bachillerato, maestría o doctorado en otra disciplina (a fin al campo de la niñez temprana), con al menos 18 créditos universitarios en el área de la niñez temprana y una credencial del “Child Development Associate Credential” (CDA).
- Tener experiencia de trabajo en la niñez temprana, mínimo 5 años.
- Tiempo para visitar y monitorear el proceso de autoevaluación en los centros asignados.
- Certificado de Mentor expedido por la *Oficina de Sistema de Evaluación y Medición de Calidad*.

### ¿Cómo se solicita para ser un mentor?

Para convertirse en mentor se deben seguir los siguientes pasos:

- Llenar la solicitud de Mentor y someter documentos (Resume, Certificado de Buena Conducta, Transcripción de crédito y certificación de grado oficial, Certificado de CDA, 3 cartas de recomendación).
- Ir a una entrevista con el personal de la *Oficina del Sistema de Evaluación y Medición de Calidad*.
- Luego de cualificar deberá ir a una orientación de 15 horas para conocer los estándares de calidad, el instrumento de medición, responsabilidades, informes a rendir, el ambiente web y la logística del proceso de mentoría.

### ¿Cuánto tiempo dura la mentoría?

La mentoría de un centro dura un año académico (**10 meses; agosto a mayo**). Durante este período el mentor deberá visitar un mínimo de tres veces al centro. A los Centros hay que darle seguimiento, por lo que a un mentor se le puede solicitar **regresar cada dos años** a un centro para monitorear el progreso.

### ¿Cuántos centros puedo servir como mentor?

Un mentor puede ser tener asignados de uno a cuatro centros. La cantidad dependerá del tiempo disponible del mentor. En el caso de Child Care, Head Start, Early Head Start se podrá considerar utilizar como mentores a los coordinadores educativos y otro personal educativo disponible para estas tareas. Sin embargo, cada agencia deberá negociar con la Unidad de Evaluación y Medición de Calidad la forma en que contribuirá para fortalecer el sistema y hacer el proceso de autoevaluación económicamente viable.

### ¿Qué responsabilidades tiene un mentor con la Oficina del Sistema de Evaluación y Medición de Calidad?

La Oficina del Sistema de Evaluación y Medición de Calidad hará un contrato con el mentor donde le responsabiliza de las siguientes tareas:

- Visitar y orientar al personal del centro sobre los requisitos y procedimientos a seguir para llevar a cabo exitosamente el proceso autoevaluación.
- Asesorar al centro respecto a cómo organizar el personal para lograr realizar el proceso de autoevaluación, clarificar dudas acerca de los estándares y criterios establecidos en el instrumento "Pasitos", formas de recopilar los datos necesarios para evidenciar el cumplimiento con los criterios y estándares, orientar respecto a la preparación del portafolio de evidencias y el plan de mejoramiento y desarrollo del centro.
- Ofrecer consultoría y apoyo a los centros cuando enfrenten problemas o necesiten ayuda en el desarrollo de protocolos, reglamentos, entre otros.

- Validar los resultados de la autoevaluación mediante visitas y reuniones con el personal del centro para asegurar la veracidad de los resultados.
- Entregar a la Oficina de Medición un informe de visitas, ratificar que el centro ha recopilado las evidencias en el portafolio, ratificar que el centro ha cumplimentado debidamente el instrumento de autoevaluación “Pasitos” y ha trabajado el plan de mejoramiento y desarrollo.

### ¿Qué beneficios tiene la mentoría?

#### Beneficios para el centro:

- El proceso de mentoría es visto como un apoyo al adulto (Cooper & Miller, 1998) en los momentos de transición y cambio. En el caso del proceso de autoevaluación, es un apoyo a los directores y maestros que laboran en el centro para que puedan conocer y elevar el nivel de calidad del servicio que ofrecen a la niñez temprana.
- Los programas de mentoría están asociados con el aumento en la productividad (Stone, 1999). En el caso del proceso de autoevaluación se espera que la mentoría logre que los centros realicen su autoevaluación de forma exitosa, en el tiempo de 10 meses.
- La mentoría es un incentivo para los centros que entran en el proceso de autoevaluación, por lo que se espera que la mentoría apoye y motive al personal a reflexionar, mejorar y aspirar a lograr niveles más altos de calidad en los servicios que ofrece.
- Las relaciones en un programa de mentoría se asocian con el desarrollar las personas, aumentar las capacidades y apoderar los individuos.

#### Beneficios para el mentor:

- La mentoría es una forma de que personas exitosas aporten a la próxima generación. Es una forma de canalizar el compromiso que desarrollan las personas, que están altamente satisfechas con sus logros, hacia mejorar las condiciones para las próximas generaciones o los más jóvenes (Otto, 1994). Se espera que los mentores aporten con su sabiduría y experiencia a los directores, maestros, familias y otro personal a establecer metas altas respecto a la calidad del servicio que ofrecen a la niñez temprana y que les ayuden y motiven en el proceso de transformación y cambio.
- La mentoría es un proceso donde tanto el mentor como el centro ganan, ya que al trabajar juntos hacia niveles más altos de calidad se contribuye a fortalecer la educación y el desarrollo de la niñez, por ende se contribuye a mejorar el futuro de Puerto Rico.

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**SISTEMA DE EVALUACIÓN Y MEDICIÓN DE CALIDAD  
PASITOS: CAMINO A MEJORAR LA CALIDAD DEL SERVICIO EN CENTROS  
QUE PROMUEVEN EL DESARROLLO DE LA NIÑEZ TEMPRANA**



**REGISTRO DE HORAS TRABAJADAS POR EL(LA) MENTOR(A)**

Nombre del (de la) mentor(a): \_\_\_\_\_ Nombre del Centro: \_\_\_\_\_

Fecha	Horario	Tiempo trabajado	Medio		Trabajo realizado	Comentarios
			Personal	Teléfono E-mail		

La firma de este documento certifica que la información contenida en el mismo es correcta.

Firma del (de la) mentor(a) \_\_\_\_\_ Firma del (de la) director(a) del centro \_\_\_\_\_

Fecha \_\_\_\_\_ Fecha \_\_\_\_\_

**Hoja de solicitud para servir como mentor**

Apellidos: \_\_\_\_\_ Nombre: \_\_\_\_\_

Dirección: \_\_\_\_\_

Pueblo: \_\_\_\_\_ Código postal: \_\_\_\_\_

Teléfono casa: \_\_\_\_\_ Celular: \_\_\_\_\_

Correo electrónico: \_\_\_\_\_

**Información del trabajo:**

**Empleo actual:**

Lugar donde trabaja (si es retirado, colocar información del último lugar de empleo):  
\_\_\_\_\_

Posición que ocupa: \_\_\_\_\_

Nivel que enseña:

\_\_\_\_\_ Infantes      \_\_\_\_\_ Maternales      \_\_\_\_\_ Preescolares

Años en el empleo: \_\_\_\_\_ Persona Contacto: \_\_\_\_\_

Dirección del empleo:  
\_\_\_\_\_

Pueblo: \_\_\_\_\_ Código postal: \_\_\_\_\_

Teléfono: \_\_\_\_\_ Correo electrónico: \_\_\_\_\_

**Información de empleos anteriores:**

Lugar: \_\_\_\_\_

Posición que ocupó: \_\_\_\_\_

Nivel que enseñó:

\_\_\_\_\_ Infantes      \_\_\_\_\_ Maternales      \_\_\_\_\_ Preescolares

Años que mantuvo este empleo: \_\_\_\_\_

Razones para dejar el empleo: \_\_\_\_\_

Dirección del empleo:  
\_\_\_\_\_

Pueblo: \_\_\_\_\_ Código postal: \_\_\_\_\_

Persona contacto: \_\_\_\_\_

Teléfono: \_\_\_\_\_ Correo electrónico: \_\_\_\_\_

**Preparación Académica (Incluir transcripción oficial):**

Grado	Universidad	Programa/ Especialidad	Año de graduación
Grado Asociado			
Bachillerato			
Maestría			
Doctorado			

**Créditos en Niñez Temprana (Proveer transcripción oficial):**

Codificación	Título del Curso	Universidad	Créditos

**Credencial CDA**

Lugar: \_\_\_\_\_ Año: \_\_\_\_\_

Licencia Departamento de Educación: \_\_\_\_\_ Año: \_\_\_\_\_

**Referencias**

Nombre y apellidos: \_\_\_\_\_

Relación: \_\_\_\_\_

Dirección postal: \_\_\_\_\_

Teléfonos: \_\_\_\_\_

---

Nombre y apellidos: \_\_\_\_\_

Relación: \_\_\_\_\_

Dirección postal: \_\_\_\_\_

Teléfonos: \_\_\_\_\_

---

Nombre y apellidos: \_\_\_\_\_

Relación: \_\_\_\_\_

Dirección postal: \_\_\_\_\_

Teléfonos: \_\_\_\_\_

## Orientación a los mentores

La *Unidad del Sistema de Evaluación y Medición de Calidad* tendrá la responsabilidad de seleccionar, adiestrar y evaluar las ejecutorias del mentor. La orientación a los mentores tendrá un mínimo de 15 horas. Una vez los mentores son seleccionados, tendrá la responsabilidad de orientar a los mentores en las siguientes áreas:

- Relación entre el mentor y el centro
  - *Visitas para orientar, clarificar dudas del proceso y establecer un calendario de trabajo*
  - *Supervisar y facilitar el proceso de autoevaluación*
  - *Validar las evidencias y puntaje*
  - *Reflexionar con el personal del centro sobre los resultados del proceso de autoevaluación*
  - *Colaborar con el plan de mejoramiento y desarrollo del centro*
- Acuerdo entre el mentor y el centro
  - *Tiempo*
  - *Determinar el equipo de trabajo: quien estará a cargo del proceso, quienes colaborarán en el proceso, entre otros*
  - *Fechas de entrega*
  - *Tipo y frecuencia de comunicación*
- Instrumento Pasitos
  - *Estándares y criterios*
  - *Escala pasitos*
  - *Tipos de evidencias*
  - *Cumplimentar el instrumento*
  - *Importancia de las puntuaciones*
- Portafolio
  - *Organización por estándares y criterios*
  - *Tipos de evidencias a incluir*
- Plan de mejoramiento y desarrollo
  - *Establecer metas realistas y que se puedan lograr en un tiempo determinado (se sugiere alcanzar las metas en 1 año)*
  - *Establecer un plan de desarrollo que responda a los resultados del proceso de autoevaluación*
  - *Asegurar que siempre los centros hacen planes de desarrollos*
- Responsabilidad de recomendar al personal del centro para solicitar becas de mejoramiento profesional u otros incentivos disponibles.
- Recursos a recomendar para los centros (estándares de la NAEYC, estándares del Departamento de Educación, información de educación especial, talleres y adiestramientos, entre otros)
- Cómo trabajar con situaciones difíciles y cómo referir centros que presentan problemas o conflictos éticos
- Comunicación e informes a entregar a la *Unidad del Sistema de Evaluación y Medición de Calidad*

## **APÉNDICE B**

### **RECOMENDACIONES ACERCA DEL LICENCIAMIENTO Y DEL QUALITY RATING IMPROVEMENT SYSTEM (QRIS) QUE APARECEN EN LA LITERATURA**

1. Integrar el Licenciamiento y el QRIS. Deben estar integrados para que se observe la importancia del QRIS y el personal de los Centros entienda que deben seguir mejorando el nivel de calidad del servicio que ofrecen. El proceso asegura que la niñez recibe servicios en ambientes saludables y seguros.
2. Entrar al QRIS debe ser requisito para el Licenciamiento. No debe ser voluntario ya que esto daría a entender que no están relacionados y le resta importancia al QRIS.
3. Otorgar la licencia por un periodo de 2 años si el Centro cumple con todos los requisitos de Licenciamiento. La literatura indica que esto permite un plazo adecuado a los Centros para trabajar el Plan de desarrollo y mantiene un ritmo adecuado de comunicación y trabajo.
4. Otorgar una licencia provisional de un año a aquellos Centros que cumplan con la mayoría de los requisitos de Licenciamiento. Además, hay que determinar cuáles requisitos de Licenciamiento deben cumplirse indiferentemente de obtener un porcentaje de cumplimiento adecuado.
5. Evaluar los Centros cada dos años si se otorgó la licencia sin condiciones y al año si se otorgó una licencia provisional.
6. Evaluar los Centros si ocurre una de las siguientes situaciones: a) el Centro o programa lo solicita; b) surgen violaciones serias al Licenciamiento; c) cuando haya cambios en director o el personal del Centro cambie continuamente (“turnover”); y d) cuando se registren quejas del personal, los padres o la comunidad. A continuación se presentan ejemplo de quejas que aparecen en la literatura:
  - a. Los más comunes son: “child-staff ratios”, supervisión, manejo de disciplina/comportamiento, condiciones de planta física/ambiente
  - b. Otros son: cuidado pobre de los niños/abuso y negligencia, administración deficiente/manejo de documentación, cualificaciones del personal/personal inadecuado, salud y seguridad, operación ilegal, transportación, cantidad de niños versus espacio
7. Diferenciar entre visitas de monitoría y Licenciamiento. Las visitas de monitoría que realice el personal de la oficina de Licenciamiento o el personal del QRIS son diferentes a la evaluación para la otorgación de la licencia. La literatura indica que se realizan entre dos y cuatro visitas de monitoría al año. Las visitas de monitoría pueden ser anunciadas o sin anunciar. Las visitas de monitoría se realizan para detectar problemas.
8. Evitar incluir la acreditación como parte del QRIS. La literatura indica que resulta demasiado costoso para los Centros y no se les puede proveer el apoyo que necesitan para lograrlo (e.g., la acreditación de NAEYC).
9. Diferenciar entre el personal que realiza la evaluación (“raters”) y el personal que provee apoyo en el proceso del QRIS (“QI support personnel”).
10. Usar puntuaciones individuales en el QRIS y luego sumar permite a los Centros enfocarse en mejoras que tienen a su alcance debido a los recursos con los que cuentan. Esto es lo que indica la literatura y coincide con la forma en que se desarrolló Pasitos.
11. Proveer asistencia técnica y mentoría para cumplir con los requisitos de Licenciamiento y moverse más allá del mismo en términos de calidad. Ejemplos de formas de asistencia/comunicación: teléfono/personal, referidos a otras agencias/organizaciones, orientaciones, reuniones, “newsletters”, adiestramientos.

12. Proveer representación legal a los Centros, ya sea un abogado del estado o de la agencia. Esto puede ser, por ejemplo, en casos en que se realice una apelación respecto al resultado de la evaluación/licencia.
13. Almacenar la información de los Centros (Licenciamiento y QRIS) en una base de datos que facilite la recuperación de la información y la producción de informes.
14. Facilitar el uso de equipos portables (laptops, tablets, etc.) para registrar la información de las visitas/evaluación.
15. Proveer información de los Centros en la Internet para acceso de las familias y el público general.

Non Responsive

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ESTADO LIBRE ASOCIADO DE  
PUERTO RICO  
Administración de Familias y Niños

October 7, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor:

On behalf of ADFAN I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

ADFAN is the agency responsible for child welfare in Puerto Rico. We provide support services to families and communities around Puerto Rico. Through our "Nido Seguro" Program we provide home visiting services in the municipalities of Mayagüez and Humacao. We understand the importance of collaboration for the alignment of the early childhood system of services.

ADFAN looks forward to collaborating with Puerto Rico's "Preschool Development Grant".

Sincerely,

(b)(6)

Vanessa J. Píntado Rodríguez, Esq  
Administrator





ESTADO LIBRE ASOCIADO DE  
P U E R T O R I C O

Administración de Desarrollo  
Socioeconómico de la Familia

October 10, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, PR 00902-0082

Dear Governor:

On behalf of Administration for Socioeconomic Development of the Family (ADSEF), I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

ADSEF provides support services to families around Puerto Rico through TANF, Food Stamps and PRES. We understand the importance of collaboration for the alignment of the early childhood system of services.

ADSEF looks forward to collaborating with Puerto Rico's "Preschool Development Grant" proposal.

Sincerely,

(b)(6)

Jenicá M. Vázquez Pagán, Esq.  
Acting Administrator

**Oficina de la Administradora**  
800 Ave. Ponce de León  
Capitol Office Building, Miramar, PR 00907  
PO Box 8000, San Juan, PR 00910 0800  
Tel. 787-289-7600 Fax: 787-289-1199



La ADSEF garantiza  
igualdad de oportunidades.



ESTADO LIBRE ASOCIADO DE  
P U E R T O R I C O

Administración para el Cuidado y  
Desarrollo Integral de la Niñez

October 7, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor:

On behalf of ACUDEN I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Our agency is the Child Care Development Block Grant Administrator in Puerto Rico and we also provide Early Head Start/Head Start services through our 19 delegate agencies around Puerto Rico. Early Head Start/Head Start are high quality programs that greatly support the learning and development of young children. All efforts targeted at early childhood will result in healthier children who are ready to succeed in school and in life.

ACUDEN looks forward to collaborating with Puerto Rico's "Preschool Development Grant" proposal.

Sincerely,

(b)(6)

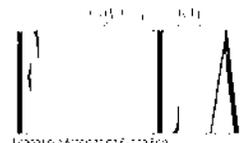
Olga Bernardy Aponte, Ph.D (c)  
Administrator

**Oficina de la Administradora**

Ave. de la Constitución Pda. 2, San Juan, PR 00902  
Apartado 15091, San Juan, PR 00902-5091  
Tel. 787-724-7474 Fax: 787-977-7820

PR/Award # S419A150016

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ESTADO LIBRE ASOCIADO DE  
P U E R T O R I C O  
Administración para el Sustento de Menores

October 10, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear mister Governor,

I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

The Administration for Child Support (known by its Spanish acronym, ASUME), is the Title IV-D child support enforcement agency in Puerto Rico. We understand the importance of collaboration for the alignment of the early childhood system of services. Child support enforcement is a key element of this system. We know that children benefit when they have the financial support and involvement of both their parents. That is why ASUME looks forward to collaborating with *Puerto Rico's Preschool Development Grant*.

Sincerely,

(b)(6)

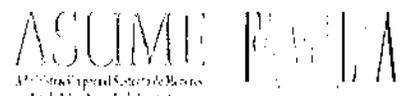
Rosabelle Padín Batista  
IV-D Director

**Office of the Administrator**

Metro Center Building, Mayagüez Street #5, Hato Rey  
PO BOX 364443, San Juan PR 00936-4443  
Tel. 787-767-1500 Fax 787-282-8324  
www.asume.pr.gov

PR/Award # S419A150016

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250 Calle Fontecesa, Ofic. 301, Viejo San Juan  
P.O. Box 902075 San Juan, PR 00902-0075  
www.alianzaeducacionalternativa.org  
teléfono: 787-771-8386

October 8<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of Alianza para la Educación Alternativa, Inc. (Alliance for Alternative Education), I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition.

There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Out of five entities that comprise Alianza para la Educación Alternativa, three of these organizations provide services to the early childhood population throughout Puerto Rico. We understand collaboration is essential for the establishment of an aligned system of services. That is why we look forward to collaborating in the implementation of Puerto Rico's *Preschool Development Grant*.

Sincerely,

(b)(6)

Evelyn Rosario del Valle  
Administrator



October 7<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of APENET I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

APENET is an NAEYC affiliated organization that has been working for over 24 years to promote the healthy development of young children. Our main goal is to improve the quality of educational services for children from birth to eight (8) years of age. We understand the importance of inclusion, diversity and collaboration in aligning an early childhood system of services.

APENET looks forward to collaborating with Puerto Rico's "Preschool Development Grant".

Sincerely,

(b)(6)

Lynette Y. Nieves Rivera  
President



Alexis Cardona  
President and CEO

October 7<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of APS Healthcare of Puerto Rico I am pleased to support the Commonwealth of Puerto Rico’s application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico’s plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

APS Healthcare of Puerto Rico is responsible for the mental health services provided to participants of Puerto Rico Government Health Plan. Mental health is a key component in the early childhood system and that is why APS looks forward to collaborating with Puerto Rico’s “Preschool Development Grant”.

Sincerely,

(b)(6)



ESTADO LIBRE ASOCIADO DE  
PUERTO RICO  
Administración de Seguros  
de Salud de Puerto Rico (ASES)

October 9<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of ASES (Puerto Rico Health Insurance Administration) I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

ASES is the government administration responsible for the public healthcare plan. Our mission is to provide high quality services that guarantee the wellbeing of the population. We recognize the importance of collaboration in developing an aligned system of early childhood services.

ASES looks forward to collaborating with Puerto Rico's "Preschool Development Grant".

Sincerely,

(b)(6)

Ricardo A. Rivera Cardona  
Executive Director

**BOYS & GIRLS CLUBS**  
OF PUERTO RICO

October 7<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor:

On behalf of the Boys and Girls Club of Puerto Rico, I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Boys and Girls Club provides support services to young children from 6 to 18 years of age. We have 11 clubs throughout Puerto Rico located in Santurce (public housing projects of Las Margaritas y Luis Llorens Torres), Río Piedras (public housing project Ramos Antonini), Mayagüez (public housing project F. D. Roosevelt), San Lorenzo, Carolina (public housing projects Torres de Sabana y Villa Carolina), Arecibo (public housing project Manuel Zeno Gandía), Aguas Buenas, Loíza e Isabela. We have also developed the Instituto de Desarrollo de la Juventud, which seeks to promote positive change in youth, while serving as an observatory of the early childhood and teenage population.

We recognize the importance of collaboration for the provision of high quality early childhood services, especially in high risk populations.

Boys and Girls Club of Puerto Rico looks forward to collaborating with Puerto Rico's "Preschool Development Grant".

Sincerely,

(b)(6)

Eduardo Carrera  
Presidente





# Centro de Servicios a la Juventud, Inc.

Urb. Regional Calle 3 M-1 • Arecibo, Puerto Rico 00612 • Tel. 878-6776 / 878-6865

October 6, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, PR 00902-0082

Dear Governor Garcia Padilla:

On behalf of the Early Head Start Program ascribed to the Youth Services Center in Arecibo, I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

We provide services to the early childhood population in Utuado, Arecibo, and Hatillo through the Early Head Start Program. Head Start is a high quality program as defined in the *Preschool Development Grant* proposal, which greatly supports children's learning and development. We know that if provided with the opportunity, we will be able to further contribute to the alignment and strengthening of the system of services that will result in healthier children who are ready to succeed in school and in life.

The Youth Services Center of Arecibo looks forward to collaborating in the implementation of Puerto Rico's Preschool Development Grant proposal.

Sincerely,

(b)(6)

Nidra Torres Martínez  
Executive Director  
EHS Youth Services Center of Arecibo



October 7<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of Centros Sor Isolina Ferré, we are pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Centros Sor Isolina Ferré provides support services for children and families through our centers in Ponce, Caimito, Guayama, Canóvanas and the public housing project of Villa España in San Juan. One of our main projects is the Early Childhood Education Centers (ECEC). We provide comprehensive services to children from three months through 6 years of age. The centers are located at:

- Caimito - Early Childhood Education Center - Montessorri - 3 months to 6 years
- Guayama - Inclusive Early Childhood Education Center - Autism - 3 month to 5 years
- Ponce - Integrated Montessorri Educational Complex - 3 month to 5 years

We recognize the importance of collaboration for the provision of high quality early childhood services. Centros Sor Isolina Ferré looks forward to collaborating with Puerto Rico's "Preschool Development Grant".

Sincerely,

(b)(6)

José Luis Díaz-Cotto  
Chief Executive Officer

(T) 842-0000 x 1103

PO Box 7313 - Ponce, PR 00732-7313

(F) 787-840-5020



ESTADO LIBRE ASOCIADO DE  
**P U E R T O R I C O**  
Departamento de la Vivienda

October 7th, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of Puerto Rico's Department of Housing and the Puerto Rico Public Housing Administration, I am pleased to support the Commonwealth of Puerto Rico's application for the Preschool Development Grant competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

The Department of Housing and the Public Housing Administration provide services to low income families in high need communities throughout Puerto Rico. Also, both agencies are committed to support State and local efforts to build, develop, and expand High-Quality Preschool Programs so that more children from low- and moderate-income families enter kindergarten ready to succeed in school and in life. We understand the importance of collaboration for the implementation of a high quality continuum of services to the early childhood population.

Our agency looks forward to collaborating with Puerto Rico's "Preschool Development Grant".

Sincerely,

Hon. Alberto Lastra Power  
Secretary



ESTADO LIBRE ASOCIADO DE  
PUERTO RICO  
Departamento de Salud

October 10<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

The Secretariat for Health Promotion of the Puerto Rico Department of Health strongly supports the Commonwealth of Puerto Rico request for funds to implement the *Preschool Development Program*. Data supported evidence indicates that preschool early learning programs are very successful in improving school readiness, performance and everyday skills in children from birth through third grade and their families.

Puerto Rico needs to develop, implement and sustain a project such as the *Preschool Development Program*. We endorse Puerto Rico's plan to align High-Quality Preschool Programs with other programs serving the population of children from birth through third grade to establish a high quality, comprehensive, early childhood services system.

Our Division provides health promotion and primary prevention services to families, at a community level, throughout the island. It is our responsibility to promote the development and implementation of healthy environments and lifestyles by addressing chronic disease risk factors. We can share resources and health promotion community based strategies and implement evidence-based educational activities for preschool children, personnel and families, among others.

The Secretariat for Health Promotion compromise is to collaborate with the Puerto Rico "Preschool Development Grant" proposal.

Sincerely,

(b)(6)

Madeline Reyes-García, MD, MPH  
Assistant Secretary  
Secretariat for Health Promotion  
Puerto Rico Department of Health



Estado Libre Asociado de Puerto Rico  
Departamento de Salud



October 9<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of the Flamboyán Foundation I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood services and systems. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Flamboyán Foundation is a private family foundation based in Puerto Rico and Washington, D.C. We work at the intersection of education, government, strategic philanthropy and the non-profit sector, equipping leaders, teachers and community members to improve educational outcomes for kids through catalytic, results-driven collaboration. In Puerto Rico, we are a leading foundation, paving the way for innovation in our sector and partnering with committed people in government, foundations, nonprofits and schools.

We look forward to hearing about the results of this grant competition.

Sincerely,

(b)(6)

Guiomar García Guerra, Ed.D  
Executive Director



October 7<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of Fundación para el Desarrollo del Hogar Propio, Inc. I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Fundación para el Desarrollo del Hogar Propio, Inc. provides Early Head Start/Head Start services in different municipalities throughout Puerto Rico. Early Head Start and Head Start are high quality programs that support the healthy development of children and their families. We are certain that through active collaboration and the alignment and strengthening of existing resources, Puerto Rico will be able to raise a new generation of children who are ready to succeed in school and in life.

Fundación para el Desarrollo del Hogar Propio, Inc. looks forward to collaborating with Puerto Rico's "Preschool Development Grant".

Sincerely,

(b)(6)

Carmen Villarini  
Director

October 7th, 2014

Hon. Alejandro Garcia Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082

Dear Governor:

On behalf of the Instituto Nueva Escuela (INE), I am pleased to support the Commonwealth of Puerto Rico's application for the Preschool Development grand competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-quality preschool programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

INE is presently collaborating with the Department of Education through the implementation of the Montessori model in schools throughout Puerto Rico. We know that by establishing effective collaborations, aligning existing resources and expanding high quality early childhood programs, Puerto Rico will be able to raise a new generation of children who are ready to learn and succeed in school and in life.

Sincerely,

*Ana Maria Garcia Blanco*

Dr. Ana María García Blanco  
Executive Director  
Instituto Nueva Escuela



ESTADO LIBRE ASOCIADO DE  
PUERTO RICO  
DEPARTMENT OF HEALTH

October 7, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor:

On behalf of the Mother, Children and Adolescents Health (MCAH) Division of the Department of Health of Puerto Rico, I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Our Division provides services to the early childhood population throughout Puerto Rico. We are responsible for administering the Maternal and Infant Early Childhood Home Visiting Program "Familias Saludables", the Nurse Home Visiting Program from Title V - MCHB, the Early Childhood Comprehensive System Program "Unidos por la Niñez Temprana", the Healthy Start Program and the Early Intervention Program "Avanzando Juntos". All efforts targeted at early childhood will result in healthier children who are ready to succeed in school and in life. Through the alignment of existing resources and with the expansion and strengthening of other early childhood programs, we are certain that Puerto Rico can provide its children and families with a high quality continuous system of services.

The Mother, Children and Adolescents Health Division of the Department of Health look forward to collaborating with Puerto Rico's "Preschool Development Grant" proposal.

Sincerely,

(b)(6)

Manuel I. Vargas Bernal, MD, MPH  
Director  
MCAH Division  
Department of Health



ESTADO LIBRE ASOCIADO DE  
PUERTO RICO  
Departamento de Salud

October 7<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of the Institute for Violence Prevention and Control and Rape Victim's Support Center (CAVV) of the Department of Health I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

CAVV is responsible for developing primary prevention programs, including education programs in schools for sexual abuse prevention among young children (PAS CAVV). We understand the importance of collaboration for the alignment of the early childhood system of services and that is why we look forward to collaborating with Puerto Rico's "Preschool Development Grant" proposal.

Sincerely,

(b)(6)

Dr. María Rebecca Ward  
Director



CENTRO DE AYUDA A VICTIMAS DE VIOLACION  
PO BOX 70184 SAN JUAN, PUERTO RICO 00936 8184.  
T 787. 756-0910/20/30 [www.salud.gov.pr](http://www.salud.gov.pr)  
Línea de Ayuda (787) 765-2285





ESTADO LIBRE ASOCIADO DE PUERTO RICO  
**GOBIERNO MUNICIPAL DE CULEBRA**

OFICINA DEL ALCALDE  
CULEBRA, PUERTO RICO 00775



October 6<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

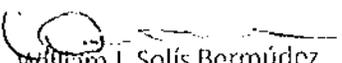
Dear Governor,

On behalf of the Municipality of Culebra I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Our Municipality provides services to the early childhood population in Culebra through the Child Care program. Early childhood programs such as Child Care greatly support children's learning and development. We know that if provided the opportunity we will be able to further contribute to the alignment and strengthening of the system of services that will result in healthier children who are ready to succeed in school and in life.

Municipality of Culebra looks forward to collaborating with Puerto Rico's *Preschool Development Grant* proposal.

Sincerely,

  
Hon. William I. Solís Bermúdez  
Mayor of the Municipality of Culebra



Estado Libre Asociado de Puerto Rico  
**Gobierno Municipal de Ciales**  
Oficina Alcalde

Hon. Juan José Rodríguez Pérez  
ALCALDE

October 7<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

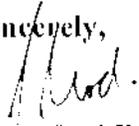
**Dear Governor:**

On behalf of the Municipality of Ciales I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

We recognize the importance of early childhood learning and development. If provided the opportunity we will be able to further contribute to the alignment and strengthening of the system of services that will result in healthier children who are ready to succeed in school and in life.

The Municipality of Ciales looks forward to collaborating with Puerto Rico's *Preschool Development Grant* proposal.

Sincerely,

  
Juan José Rodríguez Pérez  
Mayor

*"Pueblo de Valores"*



Estado Libre Asociado de Puerto Rico  
GOBIERNO MUNICIPAL DE FLORIDA  
Oficina del Alcalde

October 6<sup>th</sup>, 2014

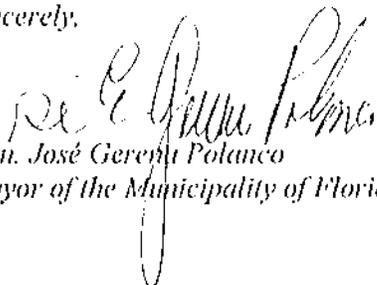
Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor:

*On behalf of the Municipality of Florida I am pleased to support the Commonwealth of Puerto Rico's application for the Preschool Development Grant competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.*

*The Municipality of Florida looks forward to collaborating in the implementation of Puerto Rico's Preschool Development Grant proposal.*

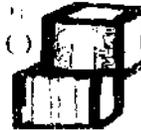
Sincerely,



Hon. José Geremí Polanco  
Mayor of the Municipality of Florida



SEAL OF THE COMMONWEALTH OF  
PUERTO RICO



*Agencia Delegada Head Start  
Municipio Autónomo de Humacao*

October 7<sup>th</sup>, 2014

Lic. Alejandra Álvarez Ibañez  
Executive Director  
Oficina de Colaboración Estatal Head Start  
Tel: (787) 721-7000 ext 4048, 4067 o 2305

Dear Alvarez,

On behalf of the Early Head Start/Head Start Program of the Municipality of Humacao I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Our agency provides services to the early *childhood* population through the Early Head Start/Head Start programs in the municipalities of Humacao and Yabucoa. Head Start is a high quality program as defined in the *Preschool Development Grant* proposal, which greatly supports children's learning and development. We know that if provided the opportunity we will be able to further contribute to the alignment and strengthening of the system of services that will result in healthier children who are ready to succeed in school and in life.

The Early Head Start/Head Start Program of the Municipality of Humacao looks forward to collaborating in the implementation of Puerto Rico's *Preschool Development Grant* proposal.

Sincerely,

(b)(6)

Ms. Amparo García García  
Director  
Head Start Program  
Municipality of Humacao  
Tel: (787) 852-3325 ext. 233

*"Cuidando su mayor tesoro"*

---

P.O. Box 9113, Humacao Puerto Rico 00792 • TEL. (787) 852-3325

El Municipio Autónomo de Humacao y su Programa Head Start no discriminan por razón de raza, color, sexo, nacimiento, origen nacional, condición social, ideas políticas, religión o impedimento en sus actividades de servicios y oportunidades de empleo.

PR/Award # S419A150016

MARCELO TRUJILLO PANISSE • ALCALDE

PO BOX 178, HUMACAO, PR 00792

October 6<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of the Early Head Start/Head Start Program of the Municipality of Humacao I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Our agency provides services to the early *childhood* population through the Early Head Start/Head Start programs in the municipalities of Humacao and Yabucoa. Head Start is a high quality program as defined in the *Preschool Development Grant* proposal, which greatly supports children's learning and development. We know that if provided the opportunity we will be able to further contribute to the alignment and strengthening of the system of services that will result in healthier children who are ready to succeed in school and in life.

The Early Head Start/Head Start Program of the Municipality of Humacao looks forward to collaborating in the implementation of Puerto Rico's *Preschool Development Grant* proposal.

Sincerely,



Hon. Marcelo Trujillo Panisse  
Mayor of the Municipality of Humacao

MUNICIPALIDAD DE HUMACAO  
CALLE DE LA LIBERTAD, 100, HUMACAO, P.R. 00792





# MUNICIPIO AUTONOMO DE MANATI LA ATENAS DE PUERTO RICO



October 6, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

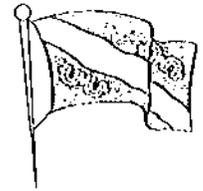
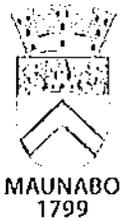
On behalf of the Early Head Start/Head Start Program of the Municipality of Manatí I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Our Municipality provides services to the early childhood population through the Head Start program in the municipalities of Ciales and Florida, among others. Head Start is a high quality program as defined in the *Preschool Development Grant* proposal, which greatly supports children's learning and development. We know that if the opportunity is provided the we will be able to further contribute to the alignment and strengthening of the system of services that will result in healthier children who are ready to succeed in school and life.

The Head Start Program of the Municipality of Manatí looks forward to collaborating in the implementation of Puerto Rico's *Preschool Development Grant* proposal.

Cordially,

  
Hon. Jaubín Cruz Manzano  
Mayor of the Municipality of Manatí



Estado Libre Asociado de Puerto Rico  
**MUNICIPIO DE MAUNABO**

*Oficina del Alcalde*  
*Hon. Jorge L. Márquez Pérez*

October 6<sup>th</sup>, 2014

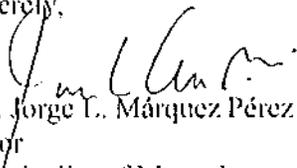
Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of the Municipality of Maunabo I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

The Municipality of Maunabo looks forward to collaborating in the implementation of Puerto Rico's *Preschool Development Grant* proposal.

Sincerely,

  
Hon. Jorge L. Márquez Pérez  
Mayor  
Municipality of Maunabo

*Una nueva visión para un mejor Maunabo*

PO Box 8, Maunabo, Puerto Rico 00707  
PR/Award # S419A150016  
Telefono: 1(787) 861-0825, Fax: 1(787) 861-1165  
Page 6 of 8



*Municipio de Morovis  
Oficina del Alcalde*



*Hon. Heriberto Rodríguez Adorno  
Alcalde*

October 15, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor:

On behalf of the Municipality of Morovis I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

We recognize the importance of early childhood learning and development. If provided the opportunity we will be able to further contribute to the alignment and strengthening of the system of services that will result in healthier children who are ready to succeed in school and in life.

Municipality of Morovis looks forward to collaborating with Puerto Rico's *Preschool Development Grant* proposal.

Sincerely,

*Heriberto Rodríguez Adorno*  
Heriberto Rodríguez Adorno

*Morovis, Tu Nueva Ciudad.*



**HON. NORBERTO SOYO FIGUEROA**  
ALCALDE MUNICIPIO DE PATILLAS

*"Un mejor pueblo,  
para un mejor País"*

October 6<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of the Municipality of Patillas I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Our Municipality provides services to the early childhood population in Patillas through the Head Start program. Head Start is a high quality program as defined in the *Preschool Development Grant* proposal, which greatly supports children's learning and development. We know that if provided the opportunity we will be able to further contribute to the alignment and strengthening of the system of services that will result in healthier children who are ready to succeed in school and in life.

The Municipality of Patillas looks forward to collaborating in the implementation of Puerto Rico's *Preschool Development Grant* proposal.

Sincerely,

Hon. Norberto Soto Figueroa  
Mayor of the Municipality of Patillas



October 6<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of the Head Start Program of the Municipality of Utuado I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

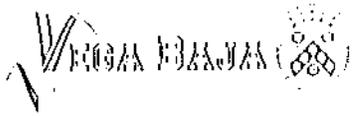
Our Municipality provides services to the early childhood population in Utuado through the Head Start program. Head Start is a high quality program as defined in the *Preschool Development Grant* proposal, which greatly supports children's learning and development. We know that if provided the opportunity we will be able to further contribute to the alignment and strengthening of the system of services that will result in healthier children who are ready to succeed in school and in life.

The Head Start Program of the Municipality of Utuado looks forward to collaborating in the implementation of Puerto Rico's *Preschool Development Grant* proposal.

Sincerely,



Hon. Ernesto Irizarry Salyá  
Mayor of the Municipality of Utuado



Estado Libre Asociado de Puerto Rico  
Gobierno Municipal de Vega Baja  
Oficina del Alcalde



Hon. Marcos Cruz Molina  
Alcalde

October 6, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan PR 00902-0082

Dear Governor:

On behalf of the Head Start Program of the Municipality of Vega Baja, I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Our Municipality provides services to the early childhood population through the Head Start program in the Municipality of Morovis, among other. Head Start is a high quality program as defined in the *Preschool Development Grant* proposal, which greatly supports children's learning and development. We know that if provided the opportunity we will be able to further contribute to the alignment and strengthening of the system of services that will result in healthier children who are ready to succeed in school and in life.

The Head Start Program of the Municipality of Vega Baja looks forward to collaborating in the implementation of Puerto Rico's *Preschool Development Grant* proposal.

Sincerely,

Marcos Cruz Molina  
Mayor



ESTADO LIBRE ASOCIADO DE PUERTO RICO  
Gobierno Municipal de Vieques  
OFICINA DEL ALCALDE

HON. VÍCTOR M. EMERIC CATARINEAU  
Alcalde

October 7<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902 - 0082

Dear Governor:

On behalf of the Municipality of Vieques I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High - Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Our Municipality provides services to the early childhood population in Vieques through the Child Care program. Early childhood programs such as Child Care greatly support children's learning and development. We know that if provided the opportunity we will be able to further contribute to the alignment and strengthening of the system of services that will result in healthier children who are ready to succeed in school and in life.

Municipality of Vieques looks forward to collaborating with Puerto Rico's *Preschool Development Grant* proposal.

Sincerely,

Hon. Víctor M. Emeric Catarineau  
Mayor of the Municipality of Vieques



October 7<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of Nuestra Escuela, I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Nuestra Escuela provides support services to young people who have dropout of school in Vieques, Caguas and Loíza. We recognize the importance of collaboration for the provision of high quality early childhood services, especially in high risk populations.

Nuestra Escuela looks forward to collaborating with Puerto Rico's "Preschool Development Grant".

Sincerely,

(b)(6)

José Méndez Gamburu  
Presidente



ESTADO LIBRE ASOCIADO DE  
**PUERTO RICO**  
Oficina de la Coordinadora General  
para el Financiamiento Socioeconómico  
y la Autogestión

October 7<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of Oficina para el Financiamiento Socioeconómico y la Autogestión de las Comunidades Especiales-OFSA (Office for the Socioeconomic Development of Special Communities), I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Our agency's mission is to support the development of high need communities throughout Puerto Rico. We recognize the importance of collaboration for the provision of high quality early childhood services, especially in high risk populations.

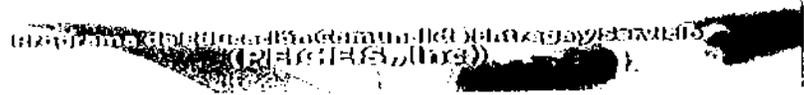
OFSA looks forward to collaborating with Puerto Rico's "Preschool Development Grant".

Sincerely,

(b)(6)

(b)(6)

/Dr. María Lourdes Rivera Grajales  
Director



October 8<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

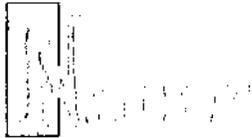
On behalf of PECES I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

P.E.C.E.S., Inc. was created in 1985 to solve community problems in Punta Santiago, Puerto Rico by cultivating youth leadership and literally teaching community members to fish, claiming the community's pristine costal location as key to their family's livelihood. Since then, P.E.C.E.S. has grown into a full service community based organization providing employment and educational opportunities to more than 50,000 participants throughout the Island's eastern poverty belt. P.E.C.E.S. success stems from its emphasis on leadership development, empowerment and education, community support services, environmental justice and creating economic opportunity. P.E.C.E.S. has received all local top philanthropic distinctions.

PECES offers support services to families throughout Puerto Rico. We understand collaboration is essential for the establishment of an aligned system of services. That is why we look forward to collaborating in the implementation of Puerto Rico's *Preschool Development Grant*.

Sincerely, (b)(6)  
(b)(6)

José J. Ogtiendo Cruz, M.C., M.S.  
Executive Director  
P.E.C.E.S., Inc.



October 8<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of Proyecto Nacer, Inc. I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Proyecto Nacer, provides services to pregnant teens, adolescent mothers/fathers and their families. Using an ecological framework we have develop a service model named Families Incubator Model. Our main goal is to break the social disadvantage cycle through protective factors given to the early aged children (0-5 years), and by this preventing the negative impact of the risk factors that can present in their lives. In order to do this we have to implement tertiary interventions with the teen mothers and fathers in order to increase their quality of live, through: obtaining high school diploma and further educational attainment, life and parenting skills, socio-emotional bonding with their child and stabilization, micro-entrepreneurship skills, etc. And finally, we include their supporting family in the service plan in order to stabilize and secure a positive environment for the "premature family" to develop into a healthy independent family.

Collaboration is essential for the establishment of an aligned system of services. That is why Proyecto Nacer looks forward to collaborating in the implementation of Puerto Rico's *Preschool Development Grant*.

Sincerely,

(b)(6)

Anayra Túa López, MPH  
Executive Director

Instituto de Estadísticas de Puerto Rico  
Estado Libre Asociado de Puerto Rico

Calle Quisqueya #57, 2do piso  
San Juan, PR 00917  
P.O. Box 195484  
San Juan, PR 00919-5484  
Teléfono: (787) 993-3336



October 8, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

**SUBJECT: COMMONWEALTH OF PUERTO RICO'S APPLICATION FOR THE PRESCHOOL  
DEVELOPMENT GRANT COMPETITION**

Dear Governor,

On behalf of the Puerto Rico Institute of Statistics, I am pleased to support the Commonwealth of Puerto Rico's application for the Preschool Development Grant competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

Our agency has collaborated in the drafting of Puerto Rico's Preschool Development Grant proposal contributing data and analysis on high-need areas. We understand the importance of collaboration in the establishment of an aligned system of services and look forward to collaborating in the implementation of Puerto Rico's Preschool Development Grant proposal.

Sincerely,

(b)(6)

Mario Marazzi-Santiago, Ph.D.  
Executive Director



ESTADO LIBRE ASOCIADO DE  
**PUERTO RICO**  
 Departamento de Salud

October 7<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
 Governor  
 Commonwealth of Puerto Rico  
 PO Box 902082  
 San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of the WIC Program of the Department of Health of Puerto Rico, I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

PR WIC Program provides serves to 128,805 families throughout the Island. We offer supplemental foods, nutrition education and health care referrals to low-income pregnant, breastfeeding, as well as non-breastfeeding mothers, infants, and children up to age five at nutritional risk.

Through the alignment of existing resources, the expansion and strengthening of other early childhood programs, we are certain that Puerto Rico's children will grow ready to learn and succeed in school and in life.

The WIC Program of the Department of Health looks forward to collaborate with Puerto Rico's "Preschool Development Grant" proposal.

Sincerely,

(b)(6)

Mrs. Dana Miró Medina  
 Executive Director  
 Puerto Rico WIC Program

Ana C. Rius Armendáriz, MD  
 Secretary  
 Department of Health

Apartado 25220  
 San Juan, PR 00928-5220  
 Tel. 766-2805

"El Programa WIC ofrece igualdad de oportunidades"





Estado Libre Asociado de Puerto Rico  
Administración Municipal de Vega Baja  
Departamento de Asuntos de la Familia  
Programa sePARE

PO BOX 4555, Vega Baja PR 00694 ☎ 787.855.0025 ✉ separe.vegabaja@gmail.com



Javier O. Morales Nazario, MPH, CLE  
Director

October 8<sup>th</sup>, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor,

On behalf of SePare I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

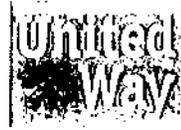
SePare provides services to pregnant women and offer training to community doulas. Our services are offered mainly in the Municipality of Vega Baja and impact women from adjacent cities. We work in collaboration with the Mayor of Vega Baja and the Administration for the Socioeconomic Development of Families (ADSEF). Collaboration is essential for the establishment of an aligned system of services. That is why SePare looks forward to collaborating in the implementation of Puerto Rico's *Preschool Development Grant*.

Sincerely,

(b)(6)

Javier O. Morales Nazario, MPH, CLE  
Director Ejecutivo

Fondos Unidos  
de Puerto Rico



October 7<sup>th</sup>, 2014

The Honorable Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
PO Box 902082  
San Juan, Puerto Rico 00902-0082

Dear Governor García Padilla:

On behalf of United Way of Puerto Rico, I am pleased to support the Commonwealth of Puerto Rico's application for the *Preschool Development Grant* competition. There is a great need in Puerto Rico to strengthen our early childhood system of services. We support Puerto Rico's plan to align High-Quality Preschool Programs with other programs and systems that serve children from birth through third grade in order to establish a high quality continuum of early childhood services.

United Way of Puerto Rico provides support services for children and families throughout Puerto Rico. Our *Sembrando Futuro* program seeks to align initiatives related to the physical and emotional health of the 0 to 6 population.

We recognize the importance of collaboration for the provision of high quality early childhood services. United Way of Puerto Rico looks forward to collaborating with Puerto Rico's Preschool Development Grant.

Sincerely,

(b)(6)

Samuel González Cardona  
President



ESTADO LIBRE ASOCIADO DE  
P U E R T O R I C O

Departamento de la Familia

October 9, 2014

The Honorable Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico  
La Fortaleza  
San Juan, Puerto Rico 00901

Dear Governor García Padilla:

The Governor's Multisector Council on Early (Council) was created in 2008 by virtue of Public Law Number 93. By Executive Order 2014-008, you designated the Council to serve as the State Advisory Council on Early Childhood Education and Care Childhood for the Commonwealth of Puerto Rico, as provided for by section 642B (b) of the Head Start Act, 42 U.S.C. 9837(b), and paragraph (l) of the Program Requirements. It is important to mention that the Secretary of Education and the Secretary of Health each hold a seat at the Council, the two agencies that are responsible for the implementation of section 619 of Part B and Part C of the Individuals with Disabilities Education Act (IDEA).

As President of the Council, I hereby state that we fully support Puerto Rico's Preschool Development Grant proposal and will actively collaborate to develop and implement joint projects that strengthen our system of early childhood services.

If you have any questions regarding this letter, please do not hesitate to contact me at 787-294-4900.

Sincerely,

(b)(6)

Idalia Colón Rondón, MTS  
Secretary



COMMONWEALTH OF  
PUERTO RICO

October 9, 2014

Hon. Alejandro García Padilla  
Governor  
Commonwealth of Puerto Rico

Dear Governor García Padilla,

As Secretary of Education, Secretary of Health, and Secretary of the Family for the Commonwealth of Puerto Rico, we hereby reaffirm our commitment to improve our preschool programs under the *Preschool Development Grant* proposal in order to guarantee a continuum of high-quality early childhood services. This will be done by assigning the necessary resources, effectively coordinating service-delivery alignments among our agencies, and establishing collaborations with other government and non-governmental organizations, as needed.

As you know, the Department of Education is named as Lead Agency for Puerto Rico's *Preschool Development Grant* proposal, while the Department of the Family and the Department of Health are key collaborators. We have been working together to develop a strong proposal centered on collaboration that will result in significantly improving the quality of services and ensuring excellence in education throughout the early childhood structure. The Home Visiting Program, Early Intervention, Special Education, state voluntary Pre-K, and Early Head Start/Head Start programs are our main tools for enabling a continuum of services for a new generation of children that are healthy and ready to succeed in school and in life.

If Puerto Rico is awarded the *Preschool Development Grant*, within 180 days our agencies will sign a Memorandum of Understanding (MOU) detailing the specific duties and

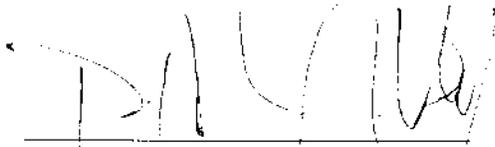
Non  
Responsive

responsibilities for each agency. This MOU will guide the process of implementation and our ongoing collaboration.

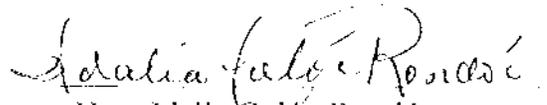
As members of the State Advisory Council on Early Education and Care for the Commonwealth of Puerto Rico, we firmly believe it is our duty to align and strengthen the early childhood system of services. We are hopeful for the possibilities the *Preschool Development Grant* presents for Puerto Rico and will keep working in collaboration to make those possibilities a reality.

Thank you for the opportunity.

Sincerely,



Hon. Rafael Román Meléndez  
Secretary  
Department of Education



Hon. Idalia Colón Rondón  
Secretary  
Department of the Family

Hon. Ana Rius Armendáriz  
Secretary  
Department of Health

## **A. Executive Summary**

The Commonwealth of Puerto Rico proudly presents its ambitious and achievable plan for expanding access to High-Quality Preschool Programs. Puerto Rico's Department of Education (PRDE) has in place Early Learning and Development Guidelines that promote the development of the social, physical, emotional, linguistic, creative and cognitive dimensions, based on a principle of inclusion. Puerto Rico hereby requests \$8.5 million through the Preschool Development Grant and in turn will commit \$ (b)(4) of matching funds.

Puerto Rico understands the importance of early childhood development and has developed a comprehensive system of services for the zero to eight population. A significant amount of legislation shows Puerto Rico's commitment to early childhood development. Probably the best example of this commitment is Act 93 of 2008 which contains Puerto Rico's early childhood public policy and was drafted by a diverse group of professionals lead by the Legislative and Executive Branches chaired by opposing political parties. Act 93 establishes the composition of the State Advisory Council on Early Education and Care, who is in charge of aligning the system of services and who is a key collaborator of this proposal.

Preschool Development Grant Program represents a unique opportunity for Puerto Rico to strengthen its preschool services and develop a high quality continuum of services. A key component of this system is PASITOS, Puerto Rico's Tiered Quality Rating and Improvement System (TQRIS). PASITOS was developed as a pilot project under ARRA funds and recently received a legislative allocation of funds for its expansion. Puerto Rico Preschool Development Grant Program's participating preschool and kindergarten classrooms will be part of PASITOS and the Grant will further develop its scope.

A significant outcome of the Preschool Development Grant Program will be the establishment of formal and comprehensive agreements between Head Start Programs and PRDE for the joint provision of voluntary preschool services in Puerto Rico's public schools. Through the Preschool Development Grant award PRDE along with an Advisory Board will select sub grantees to provide high quality preschool services in high need geographical clusters. High quality includes full day, full year services provided by highly qualified staff, with appropriate adult to child ratios, ongoing

assessment and engagement of families and community. Services will be provided to eligible children under 200% of the Federal Poverty Level.

Puerto Rico's Preschool Development Grant Program has set an ambitious yet achievable plan to serve (b)(4) children at the end of the fourth grant year through High Quality Preschool Programs. (b)(4) of these will be assigned to island municipalities of Vieques and Culebra as improved slots and the remaining (b)(4) (b)(4) slots will be under the new slots category, distributed among the remaining ten (10) municipalities. The (b)(4) improved slots of Vieques and Culebra are existing slots that will be improved by extending its service program hours to full day service, limit class size, decrease child to staff ratio, appropriately compensating teachers with a bachelor degree and providing comprehensive services. Simultaneously, the Program will open and improve a total of (b)(4) classrooms. These new slots will provide eight (8) hours of service a day for forty eight (48) weeks a year. Each preschool classroom will have a maximum of sixteen (16) and a minimum of thirteen (13) children, with a minimum of two adults per classroom at all times. There will be one (1) teacher and two (2) assistant teachers assigned per classroom with different shifts

Regarding school readiness, Puerto Rico's Preschool Development Grant proposal will be based on the National Research Council's recommendations for best practices and the "Ready Child Equation" established in "Getting Ready: Findings from the National School Readiness Indicators Initiative". School Readiness seeks to guarantee children's success in early educational stages.

To guarantee quality compliance, in the first year of Puerto Rico Preschool Development Grant Program's implementation, a preschool assessment tool will be incorporated following National Research Council Report on early childhood assessments recommendations. Teachers and staff will be trained on the new assessment tool and results will be part of the Statewide Longitudinal Data System. This will support learning and instruction, help identify children who may be in need additional services, identify trends in the selected high need clusters and foster effective program evaluation and accountability.

Puerto Rico's Preschool Development Proposal is supported by a broad group of stakeholders, including the eighteen (18) members of the State Advisory Council on Early Childhood Education

and Care (SAC). Alignment of the system of services is led by the SAC, who will guide and support all efforts conducted as part of this grant proposal. Additionally, two SAC members will be part of Puerto Rico's Preschool Development Grant Advisory Board.

In Puerto Rico, forty-five percent (45%) of the population lives below the poverty level and twenty-five percent (25%) live in Extreme Poverty. By comparison, the proportions of people living in Poverty and Extreme Poverty in the US were fifteen (15%) and six point six (6.6%) percent respectively. Puerto Rico's poverty rates are significantly higher than the rates of US states with the highest levels of poverty. While the state with the highest levels, Mississippi, has poverty and extreme poverty rates that are 1.5 and 1.4 that of the US rates, rates in Puerto Rico are 3 and 3.8 times that of the United States. Puerto Rico's Extreme Poverty rate is in fact more than twice the District of Columbia's rate, which at eleven percent (11%) is the highest in the continental US, among the geographies considered.

In order to select high need clusters for Program implementation, a Composite Community Needs Index was created to help determine (1) whether there were communities with both high levels of socioeconomic deprivation and low levels of service; and, (2) whether any geographical concentrations of the two risk indices can be identified. The concentration of geographically contiguous High-Need counties, as per the second criterion, would potentially enable implementation via a *regional service delivery model*, which simultaneously allows maximizing investment by ensuring returns to scale in the use of resources and enables depth in the delivery of high quality services to otherwise underserved communities.

The two selected High-Need Clusters are composed of counties with levels of Extreme Poverty ranging from twenty-one (21%) percent in Humacao (South East) to forty-one (41%) in Morovis (North Central), with eight out of the twelve municipalities to be targeted ranging between three (3%) and forty-nine (49%) percent above the municipal average for Puerto Rico. Similarly, child poverty rates for all but one of the municipalities are higher than the municipal average ranging between fifty-six percent (56%) in Vieques and seventy-seven percent (77%) in Culebra.

To strengthen state level infrastructure, thirty five percent (35%) of Preschool Development Grant Program funds will be used to activities that include: improving monitoring and evaluation through TQRIS-PASITOS, expanding the Statewide Longitudinal Data Entry System to include preschool,

providing professional development to teachers and staff, developing online resources and providing adequate procurement and administrative staff that can lead the efforts and provide guidance and technical assistance to service providers, families and community members.

Sixty five (65%) of Preschool Development Grant Program funds will be delegated to sub grantees that must comply with high quality early learning standards. Most of Puerto Rico's sub grantees will be Head Start Programs who are recognized as high quality preschool service providers. High quality preschool services will be provided to eligible children in Year One of the proposal.

Puerto Rico's Preschool Development Grant Program sub grantees will comply with high quality standards that include culturally and linguistically responsive outreach and communication efforts to enroll children from families with eligible children, including isolated or hard to reach families. Another important aspect of the high quality services that sub grantees must comply with are family engagement, inclusive practices and services to children from homeless families as defined in the McKinney-Vento Homeless Assistance Act (See Letters of Support Appendix A).



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

SEP 19 2014

The Honorable Rafael Román Meléndez  
Secretary of Education  
Puerto Rico Department of Education  
P.O. Box 190759  
San Juan, PR 00919

Dear Secretary Román Meléndez:

I am writing in response to Puerto Rico's April 28, 2014 request for a one-year extension of flexibility under the Elementary and Secondary Education Act of 1965, as amended (ESEA flexibility), so that Puerto Rico may continue to implement ESEA flexibility through the end of the 2014–2015 school year. Currently, Puerto Rico's ESEA flexibility request is approved subject to several conditions.

Our team has reviewed Puerto Rico's request and, pursuant to section 9401(d)(2) of the ESEA, I am pleased to extend Puerto Rico's ESEA flexibility request for one year, through the end of the 2014–2015 school year. My decision to extend Puerto Rico's ESEA flexibility request is based on my determination that ESEA flexibility has been effective in enabling Puerto Rico to carry out important reforms to improve student achievement and that this extension is in the public interest. As discussed below, I have also determined that one of the four conditions placed on the initial approval of Puerto Rico's ESEA flexibility request has been adequately addressed and is removed. The other conditions remain in place.

The following conditions were placed on Puerto Rico's ESEA flexibility request on October 22, 2013:

- 1) Puerto Rico must resolve all outstanding compliance findings for the School Improvement Grants (SIG) program and Title III of the ESEA by June 1, 2014
- 2) Puerto Rico must submit a high-quality plan by December 31, 2013, which must be approved by the U. S. Department of Education (ED), for resolving the outstanding monitoring and audit findings of ED programs delineated in the enclosure to my November 13, 2013 letter and include in the plan interim goals for the 2013–2014 school year
- 3) Puerto Rico must submit by December 31, 2013 to ED, for review and approval, an amended ESEA flexibility request incorporating final guidelines for teacher and principal evaluation and support systems that meet the requirements of ESEA flexibility
- 4) Puerto Rico must confer with ED on a quarterly basis (every three months from October 22, 2013) regarding its implementation of ESEA flexibility and progress toward the above conditions

To meet the second condition, Puerto Rico submitted four high-quality plans to address outstanding monitoring and audit findings. ED approved these plans, so the second condition has been satisfied and is removed.

The other three conditions remain in place. With regard to the first condition, on April 17, 2014, ED extended Puerto Rico's deadline to resolve outstanding SIG and Title III findings to October 31, 2014. As a result of the extension, this condition remains. With regard to the fourth condition, Puerto Rico conferred with ED through written quarterly updates supported by teleconference calls. Although I appreciate Puerto Rico's consistent

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<http://www.ed.gov/>

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

efforts in providing quarterly updates. I am maintaining this condition to ensure that Puerto Rico implements its ESEA flexibility request in a high-quality manner and continues to make progress toward resolution of the remaining conditions.

With regard to the third condition that Puerto Rico submit final guidelines for teacher and principal evaluation and support systems that meet the requirements of ESEA flexibility, I know that Puerto Rico has submitted its guidelines for review. However, because peer review of those guidelines has not yet occurred, I am leaving the condition in place for the time being. Based upon the peer review scheduled for October 14-15, 2014, if ED determines that Puerto Rico's guidelines meet the requirements of Principle 3 of ESEA flexibility, I will remove the condition at that time.

This extension is subject to Puerto Rico's commitment to continue working with ED to resolve any issues regarding its Principle 3 guidelines raised through the peer review process. Puerto Rico's continued work with ED through the Principle 3 approval process, resolution of the first condition described above, implementation of its high-quality plan to resolve the second condition described above, as well as PRDE's progress in implementing ESEA flexibility, will inform ED's decision regarding renewal of Puerto Rico's ESEA flexibility after the 2014–2015 school year.

This letter also provides my approval of amendments to Principle 1 and Principle 2 of Puerto Rico's ESEA flexibility request, presented through Puerto Rico's request for extension. A summary of Puerto Rico's approved amendments is enclosed with this letter, and Puerto Rico's amended request will be posted on ED's website.

Puerto Rico continues to have an affirmative responsibility to ensure that it is in compliance with Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age in their implementation of ESEA flexibility. These laws include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, the Age Discrimination Act of 1975, and requirements under the Individuals with Disabilities Education Act.

I am confident that Puerto Rico will continue to implement the reforms described in its approved ESEA flexibility request and advance its efforts to hold schools accountable for the achievement of all students. If you need any additional assistance to implement your ESEA flexibility request, please do not hesitate to contact Susan Wilhelm of my staff at: [susan.wilhelm@ed.gov](mailto:susan.wilhelm@ed.gov).

Thank you for your commitment and continued focus on enhancing education for all of Puerto Rico's students.

Sincerely,



Deborah S. Delisle  
Assistant Secretary

Enclosure

cc: Enid Madera, Interim Director of Federal Affairs

## Amendments to Puerto Rico's Approved ESEA Flexibility Request

The following is a summary of approved amendments to Puerto Rico's approved ESEA flexibility request. The U.S. Department of Education (ED) approves the following amendments because Puerto Rico's ESEA flexibility request, as amended, continues to be aligned with the principles of ESEA flexibility. Please refer to ED's website ([www.ed.gov/esea/flexibility](http://www.ed.gov/esea/flexibility)) for Puerto Rico's approved ESEA flexibility request.

- = **Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth (Element 1.C)**  
Revision: Establishes the administration, during the 2014–2015 school year, of Statewide mathematics and Spanish language arts assessments newly-developed by Puerto Rico and aligned with new academic standards, which have been certified by Puerto Rico's Institution of Higher Education as college- and career-ready and which will be implemented beginning in the 2014–2015 school year.
- = **Develop and Implement a State-Based System of Differentiated Recognition, Accountability and Support (2.A)**  
Revision: Establishes the use of three years of student performance data (increase from two years), for the 2010–2011, 2011–2012 and 2012–2013 school years, for the identification of priority, focus and reward schools.  
Revision: Revises methodology for the calculation of achievement gaps in the identification of focus and reward schools moving forward to allow "half-credit" for students that are assessed at the "basic" level, which is below proficiency, particularly in order to differentiate between those potential focus schools that demonstrate 0 percent proficiency otherwise.



Boletín Administrativo Núm.: P-2014- 123

## Día de Concienciación del Derecho de la Niñez a la Naturaleza y a un Medio Ambiente Sano

**POR CUANTO:** El Gobierno del Estado Libre Asociado de Puerto Rico se une al *Reconocimiento del Derecho de la Niñez a la Naturaleza y a un Medio Ambiente Sano* enunciado en el Congreso Mundial de la Naturaleza, evento de la conservación más grande e importante del mundo, celebrado en Jeju, República de Corea, del 6 al 15 de septiembre de 2012;

**POR CUANTO:** Esta Resolución entre otras cosas incluye: “El derecho inherente de la niñez de conectar con la naturaleza de una manera adecuada, como parte substancial de la vida diaria del niño y de la niña en un medio ambiente sano, y a disfrutar, mantener y reforzar esta conexión a través de la experiencia directa y permanente con la naturaleza; El derecho del niño y la niña a vivir en un medio ambiente que no sea dañino para la salud y el bienestar; El derecho del niño y la niña a estar equipados para ejercer la responsabilidad de ayudar a abordar los desafíos ambientales, con los que desafortunadamente se verán confrontados, y asegurar la conservación de la naturaleza y la protección del medio ambiente, para beneficio de las generaciones presentes y futuras, y para ayudar a alcanzar un mundo sostenible que valora la naturaleza y en el que las personas viven en armonía con ella; ...

**POR CUANTO:** La participación y el compromiso de Puerto Rico en el Foro Mundial “*Connecting Children with Nature*” dieron paso a la redacción de la “**Declaración sobre la urgencia de fomentar la relación de la niñez temprana en Puerto Rico con la naturaleza**” por parte de un equipo multidisciplinario comprometido con el bienestar de la niñez en edad temprana.

**POR CUANTO:** Esta Declaración procura crear conciencia y promover prácticas que apoyen la conexión de la niñez en edad temprana con la naturaleza. Asimismo, tiene la intención de ser utilizada, en conjunto con los estándares, regulaciones y leyes aplicables, en las decisiones consideradas por los administradores y autoridades sobre el cuidado y educación de la niñez en edad temprana, a fin de garantizar espacios seguros que propicien el juego espontáneo en los niños y la exploración de su medio ambiente; ...

**POR CUANTO:** Durante la conmemoración del Día Internacional de la Madre Tierra se destaca la trascendencia de la “**Declaración sobre la urgencia de fomentar la relación de la niñez temprana en Puerto Rico con la naturaleza**” como inicio del proceso de

revisión de los estándares, reglamentaciones y leyes establecidas en Puerto Rico, para garantizar espacios seguros para el disfrute y aprendizaje de los niños sobre nuestras bellezas naturales como las playas, montañas, bosques y vegetación de nuestro país;

**POR TANTO:** YO, ALEJANDRO J. GARCÍA PADILLA, Gobernador del Estado Libre Asociado de Puerto Rico, en virtud de la autoridad que me confieren la Constitución y las Leyes de Puerto Rico, proclamo el 22 de abril de 2014, **DÍA DE CONCIENCIACIÓN DEL DERECHO DE LA NIÑEZ A LA NATURALEZA Y A UN MEDIO AMBIENTE SANO.** Al así hacerlo, exhorto al pueblo de Puerto Rico, a las entidades públicas y privadas, e igualmente, a los medios de comunicación al reconocimiento y la solidaridad que amerita esta conmemoración de interés público.

**EN TESTIMONIO DE LO CUAL,**  
firmo la presente y hago estampar  
en ella el Gran Sello del Estado  
Libre Asociado de Puerto Rico, en  
la Ciudad de San Juan, hoy, 14 de  
abril de 2014.

.....  
Promulgada de acuerdo con la Ley, hoy, 14 de abril de 2014.

.....  
**DAVID E. BERNIER RIVERA**  
Secretario de Estado

.....  
**ALEJANDRO J. GARCÍA PADILLA**



4 de junio de 2014

**Carta Circular Núm. 35-2013-2014**

Subsecretario para Asuntos Académicos, Subsecretaria de Administración, Secretaria Asociada de Educación Especial, Secretarios Auxiliares, Directora Ejecutiva del Instituto de Capacitación Administrativa y Asesoramiento a Escuelas, Directora del Instituto para el Desarrollo Profesional del Maestro, Directores de Oficinas, Programas y Divisiones, Directores de las Regiones Educativas, Ayudantes Especiales a cargo de los Distritos Escolares, Superintendentes de Escuelas, Superintendentes Auxiliares, Supervisores Generales de Enfermería Escolar, Facilitadores Docentes, Directores de Escuela, Enfermeras Escolares y Auxiliares en Salud

**POLÍTICA PÚBLICA DEL DEPARTAMENTO DE EDUCACIÓN EN TORNO A LA LEY NÚM. 25 DEL 23 DE SEPTIEMBRE DE 1983 CONOCIDA COMO "LEY DE INMUNIZACIÓN DE ESTUDIANTES"**

La aspiración fundamental del Departamento de Educación está articulada en iniciativas académicas orientadas al desarrollo integral de nuestros estudiantes. Es por eso que en la agenda educativa se pretende asegurar el desarrollo académico, físico y emocional de cada uno de nuestros estudiantes desde el inicio de su experiencia académica; la salud es esencial para el logro del proceso enseñanza-aprendizaje.

La aplicación de vacunas en la prevención de las enfermedades transmisibles ha constituido uno de los mayores éxitos de salud pública, ya que previene determinadas infecciones a nivel individual. También ha permitido el control y una gran reducción de enfermedades que presentaban un grave problema de salud, como fue la viruela, una de las grandes plagas de la humanidad a nivel mundial.

Las vacunas son medicamentos biológicos que, administrados a personas sanas, generan defensas (anticuerpos), que protegen ante futuros contactos con agentes infecciosos con el fin de evitar enfermedades.

Las vacunas constituyen una de las medidas saludables que mayor beneficio ha producido y sigue produciendo a la humanidad; previenen enfermedades que antes causaban grandes epidemias, muertes y secuelas. Las vacunas benefician tanto a personas vacunadas como a personas no vacunadas y susceptibles que viven en su entorno.

La Ley 149-1999 (Ley Núm. 14 de 15 de julio de 1999), según enmendada, conocida como Ley Orgánica del Departamento de Educación de Puerto Rico, establece en su

P.O. Box 190769  
San Juan, Puerto Rico 00919-0769  
Tel: (787) 733-3420 / 3421

Artículo 2.13, inciso 2, como responsabilidad del director: "promover y mantener un clima institucional favorable al proceso educativo que ofrezca protección y seguridad a todos los miembros de la comunidad escolar".

La Ley Núm. 25 del 25 de septiembre de 1983 establece todo lo relacionado a las inmunizaciones a niños preescolares y estudiantes del Estado Libre Asociado de Puerto Rico. El Departamento de Educación tiene la responsabilidad de implementar las disposiciones de esta ley.

Con el fin de cumplir con la Ley 25, establecemos el siguiente protocolo a seguir:

- ✓ El director de escuela tendrá la responsabilidad de requerir el certificado de inmunización PVAC3 (hoja verde) a todo estudiante para ser matriculado en una escuela.
- ✓ El director de escuela podrá matricular provisionalmente a un estudiante siempre y cuando el estudiante haya comenzado las dosis de inmunización requerida. El director deberá darle seguimiento cada sesenta (60) días al estudiante hasta que este complete las dosis.
- ✓ El director de escuela debe notificar por escrito al padre, madre, tutor o encargado que el estudiante no cumple con los requisitos establecidos por el Departamento de Salud y podrá otorgar 10 días para evidenciar que comenzó el plan de vacunación.
- ✓ El director de escuela podrá admitir a un estudiante sin PVAC3 en caso que sea ordenado por el Tribunal de Primera Instancia, Asuntos de Menores. El director deberá vigilar que el estudiante haya iniciado con las dosis de vacunas correspondientes en un término no mayor de dos (2) semanas, además de cumplir con las demás disposiciones de la ley.
- ✓ El director de escuela no requerirá el certificado de inmunización (PVAC3) en la matrícula a un estudiante cuando medie el siguiente documento:
  - Una declaración jurada de que él o su padre pertenece a una organización religiosa cuyos dogmas confijan con la inmunización. La declaración jurada debe indicar el nombre de la religión o secta y deberá estar firmada por el estudiante o sus padres y por el ministro.
    - Todo estudiante podrá ser vacunado durante una epidemia según lo determine un representante autorizado del Departamento de Salud.
  - Un certificado de salud firmado por un médico autorizado a ejercer en Puerto Rico que indique que los efectos de una o más de las

inmunizaciones requeridas por el secretario de Salud pueden ser perjudiciales para la salud del estudiante

- El certificado debe indicar las razones específicas, duración de la condición o circunstancias contraindicadas de la inmunización.
- Un certificado expedido por un médico autorizado a ejercer en Puerto Rico que indique que el estudiante queda exento de vacunarse en aquellas condiciones que haya padecido.
- Todo estudiante podrá ser vacunado durante una epidemia según lo determine un representante autorizado del Departamento de Salud.
- ✓ El director de escuela debe mantener un archivo de inmunizaciones de cada estudiante. El archivo (PVAC3) de cada estudiante estará disponible para inspección por los agentes autorizados del Departamento de Salud.
- ✓ El director de escuela tiene la responsabilidad de preparar un informe durante los primeros sesenta (60) días sobre los estudiantes que necesitan completar la serie de vacunas en el formulario que suministre el Departamento de Salud.

El Programa de Enfermería Escolar, por medio de las enfermeras escolares y auxiliares de salud, continuará coordinando con el Programa de Inmunización del Departamento de Salud las orientaciones sobre la mecanización del informe de Vacunación desde los meses de agosto hasta noviembre de cada año escolar. El director de la escuela seleccionará el personal que realizará su mecanización.

Les exhorto al fiel cumplimiento de las recomendaciones y especificaciones expuestas en esta carta circular con las disposiciones que aquí se establecen.

Cordialmente,

  
Prof. Rafael Román Meléndez  
Secretario

Anexo: Formulario de exención por razones médicas o religiosas



## Exención a Vacunar por Razones Médicas o Religiosas Certificación Médica / Declaración Jurada

Conforme a lo dispuesto en el Artículo 5 de la Ley 25 de 25 de septiembre de 1993, según enmendada, mejor conocida como Ley de Inmunización a Niños Preescolares y Estudiantes, no se requiere el cumplimiento de vacunación para efectos de matriculación o ingreso a una institución educativa del tipo estudiantil, si la presencia o la declaración, hecha en la forma prescrita en esta ley, de una exención de vacunación por razones religiosas o una certificación firmada por un médico autorizado a ejercer la profesión en el Estado, respaldada que soporte dicha exención por razones médicas. No obstante, los estudiantes autorizados exentos tendrán que ser vacunados con posterioridad a su ingreso a la institución educativa, conforme a lo establecido en el artículo 26 de la Ley 25 antes mencionada, no permitiendo exención alguna por razones religiosas o médicas.

**Padre o tutor legal.** El/los titular/es de esta institución educativa y/o estudiantes, y sus padres o tutores legales, autorizan a la institución educativa de la siguiente manera a cada año, a los estudiantes matriculados en la institución.

**Persona de instituciones educativas.** Haverthorn, Inc. Una copia de esta forma va al Departamento de Salud y Promoción Comunitaria, División de Vacunación, PO Box 77194, San José, PR 00986-0194, correo electrónico: [prva@aphis.hhs.gov](mailto:prva@aphis.hhs.gov), o a fax al: (787) 622-6231.

**A. Certificación de Exención Médica.** Ningún estudiante está obligado a recibir una vacuna si tiene una contraindicación médica antecedente de enfermedades o evidencias de vacunación de la vacuna. Para que un estudiante reciba una exención médica, la certificación o declaración debe ser firmada por un médico.

Certifique si vacunas en la lista continuación están contra indicadas en función de las evidencias de declaración de una indicación o por porque la inmunidad existe debido a un antecedente de enfermedad o inmunización apropiada.

Nombre de estudiante \_\_\_\_\_

Razón (condición o contraindicación) y posible duración de la condición \_\_\_\_\_

Vacunas eximidas(s): \_\_\_\_\_

Firma del médico \_\_\_\_\_

Fecha \_\_\_\_\_

**B. Declaración Jurada por exención de creencias religiosas.** Ningún estudiante está obligado a recibir una vacuna que vaya en contra de los dogmas de la religión a la que se adhiere el estudiante. Sin embargo, no según las regulaciones de vacunación puede obtenerse de gracia la exención a la vacuna de un estudiante que tenga un contrato de la. Para recibir una exención de vacunación, un padre, tutor y/o institución religiosa deben completar y firmar la siguiente declaración ante un notario.

Certifico ante notario que res. de la instrucción las creencias religiosas conscientemente sustentadas por mí que el/los estudiante

Yo, \_\_\_\_\_, ministro de la religión \_\_\_\_\_  
 mayor de edad, de estatus civil \_\_\_\_\_ y vecino(a) de \_\_\_\_\_  
 padre/madre o tutor legal de \_\_\_\_\_  
 mayor de edad, de estatus civil \_\_\_\_\_ de ocupación \_\_\_\_\_  
 resido en la(s) \_\_\_\_\_ certificando y haciendo fe que el/los estudiante declararon

Firma de ministro de la religión \_\_\_\_\_ Fecha \_\_\_\_\_

Firma de padre o tutor legal \_\_\_\_\_ Fecha \_\_\_\_\_

Estimado y respetado notario \_\_\_\_\_  
 Declaro y juro ante usted \_\_\_\_\_ de las circunstancias anteriormente  
 a las que soy la de conocer personalmente o haber certificado yo ante  
 de Puerto Rico \_\_\_\_\_ de \_\_\_\_\_ de \_\_\_\_\_

# ESTADO LIBRE ASOCIADO DE PUERTO RICO

17<sup>ma</sup>. Asamblea  
Legislativa

3<sup>ra</sup> Sesión  
Ordinaria

## CÁMARA DE REPRESENTANTES

### R. de la C. 574

#### INFORME FINAL

30 de junio de 2014

#### A LA CÁMARA DE REPRESENTANTES DE PUERTO RICO:

La Comisión de Bienestar Social y para la Erradicación de la Pobreza, previo estudio, consideración y análisis de la Resolución de la Cámara Núm. 574, tienen a bien rendir **Informe Final** con sus hallazgos, conclusiones y recomendaciones.

#### ALCANCE DE LA MEDIDA

La Resolución de la Cámara 574 ordena a la Comisión de Bienestar Social y para la Erradicación de la Pobreza de la Cámara de Representantes del Estado Libre Asociado de Puerto Rico realizar una investigación en torno a la implementación de la Ley Núm. 93-2008, conocida como "Ley para el Desarrollo e Implantación de la Política Pública para la Niñez en Edad Temprana de Puerto Rico", particularmente el nivel de cumplimiento con el mandato de ley para la creación de un Consejo Multisectorial del Gobernador para la Niñez en Edad Temprana.

La Exposición de Motivos de la Resolución destaca que la Ley Núm. 93-2008, conocida como "Ley para el Desarrollo e Implantación de la Política Pública para la Niñez en Edad Temprana de Puerto Rico", establece las responsabilidades del Gobierno Central y de los Gobiernos Municipales respecto a la coordinación entre todas las entidades públicas y privadas que ofrecen servicios a la niñez. Indica que esta Ley también crea el Consejo Multisectorial del Gobernador para la Niñez en Edad Temprana y establece sus deberes y responsabilidades.

Expone además que la Ley 93-208 dispone que el Consejo estará compuesto por representantes de las agencias gubernamentales que de una forma u otra ofrecen servicios a la niñez en edad temprana, el sector gubernamental municipal estará representado por

representantes de la Asociación y de la Federación de Alcaldes, representantes de organizaciones profesionales, proveedores de servicios a la población en edad temprana, instituciones de educación superior y representantes con liderazgo y experiencia en programas dirigidos a la niñez en edad temprana, entre otros. Así, refiere que el Consejo Multisectorial del Gobernador para la Niñez en Edad Temprana es el organismo integrador principal de la visión del Ejecutivo y su sistema de prestación de servicios a la niñez en edad temprana y sus familias. Además, explica que es el encargado de unir a los oficiales principales del estado y sus interesados clave en una agenda común para la niñez en edad temprana.

De otro lado, la Resolución de la Cámara afirma que el Artículo 7 de la Ley Núm. 93, *supra*, dispone las metas generales del Consejo Multisectorial, a saber:

- 1) desarrollar e implementar una visión y estrategias compartidas para fomentar y facilitar el bienestar, la protección y el desarrollo integral de la niñez;
- 2) crear un compromiso amplio y perdurable con la niñez en edad temprana;
- 3) fomentar un desarrollo económico sostenido a través de una inversión significativa en la fuerza laboral del futuro;
- 4) crear un sistema de servicios amplio, coordinado y de calidad para la niñez en edad temprana y sus familias;
- 5) crear estrategias costo-eficientes que mejoren la prestación de servicios y realcen su eficacia; y
- 6) apoyar y facilitar el reclutamiento, desarrollo y retención de los profesionales que trabajan con la niñez en edad temprana.

Asimismo, añade la Exposición de Motivos que el Artículo 8 de la misma ley dispone las funciones y responsabilidades del Consejo Multisectorial. Así, dicho Consejo Multisectorial es el responsable de la planificación efectiva, la identificación de recursos económicos y la coordinación entre agencias y entidades públicas y privadas. Explica que, además, es responsable de monitorear la gestión efectiva y oportuna de los servicios y de proteger los derechos de la niñez y, en particular, de la niñez en edad temprana.

Respecto a programas de niñez de edad temprana, destaca la resolución que en el 2009, se aprobó la Orden Ejecutiva 2009-046 para crear el "Consejo para la Niñez Temprana" adscrito a la Oficina del Gobernador. Expresa que, además, se designó este Consejo como el "Comité Asesor para el Aprendizaje y Cuidado Temprano" (*State Advisory Council on Early Childhood Education and Care*). Según se desprende del texto de la Orden, la misma se aprobó para cumplir con los requisitos establecidos por la Ley Federal 110-134, *Improving Head Start for School Readiness Act of 2007*. Sin embargo, alega la Resolución que no se realizaron enmiendas a la Ley Núm. 93-2008 por lo cual, continúan vigentes los mandatos de esta ley.

Por otra parte, según la Resolución, la Ley Federal 110-134 de 2007 "*Public Law 110-134 (HR 1429) Improving Head Start for School Readiness Act of 2007*" establece los parámetros para

acceder fondos del programa Head Start y otros centros de cuidado y educación para la niñez temprana. Plantea la Exposición de Motivos que la jurisdicción estatal que reciba una subvención de colaboración bajo esta le debe: nombrar o designar a una persona que sirva como, o realice las funciones del Director Estatal de Colaboración de Head Start; garantizar que el Director Estatal de Colaboración de Head Start ocupe un puesto con suficiente autoridad y acceso para asegurar que la colaboración resulte eficaz y abarque una variedad de agencias estatales e informar a la State Head Start Association (Asociación Estatal de Head Start) en la selección del Director y en las determinaciones respecto a la dirección en curso de la oficina de colaboración en cuestión. De igual forma, señala que el Director Estatal de Colaboración de Head Start debe desarrollar un plan estratégico y promover la colaboración y coordinación de servicios Head Start con otras entidades de educación y desarrollo en la primera infancia.

Refiere la medida que, además de beneficiarse de los recursos provistos en virtud de la Ley Federal 110-134 de 2007. "*Public Law 110-134 (HR 1429) Improving Head Start for School Readiness Act of 2007*", Puerto Rico podría competir por fondos bajo el programa federal "*Race to the Top*". Explica que este programa medular de la política pública del Presidente Barack Obama en torno al desarrollo de la niñez temprana asigna recursos para fortalecer los programas de desarrollo y aprendizaje temprano a través de salones para infantes, maternales y pre-jardines de Head Start. Indica que, además, subvenciona programas para la promoción del aprendizaje cualitativo, responsable y temprano así como la participación familiar en este proceso.

A su vez, expone la Resolución que en el mes de abril de 2013 el Departamento de Educación Federal informó sobre una nueva etapa de subsidios bajo el programa "*Race to the Top*", sin embargo, para competir por estos fondos los requisitos del programa exigen que la jurisdicción cuente con un Consejo Estatal en operaciones y la implantación de un Plan Estratégico para la Niñez Temprana.

De otra parte, destaca que el Presidente Barack H. Obama ha establecido la educación de la niñez temprana como una de sus más altas prioridades en el presupuesto federal propuesto para el año fiscal 2013-2014 y ha propuesto un plan de inversión de hasta \$75 billones de dólares en un periodo de diez (10) años dirigido al desarrollo de la educación pre-escolar. Plantea que gran parte de estos fondos disponibles para jurisdicciones estatales son de naturaleza competitiva y requieren un marco de política pública integrado y apoyado por planes estratégicos adoptados por el gobierno.

Finalmente, indica la Resolución que, ante esta realidad, urge identificar el nivel de cumplimiento con la implementación de Ley Núm. 93-2008 a los fines de garantizar el desarrollo de políticas y programas eficientes en atención a la niñez temprana de Puerto Rico.

## ANÁLISIS DE LA MEDIDA

La Comisión de Bienestar Social y Para la Erradicación de la Pobreza de la Cámara de Representantes llevó a cabo vistas públicas el 18 y 24 de septiembre de 2013, y el 23 de octubre de 2013, a las que asistieron las siguientes agencias y organizaciones: Departamento de la Familia; Departamento de Educación; Departamento de Salud; Asociación de Directores de Head Start; Fundación Ángel Ramos; Cooperativa de Servicios Integrados a la Niñez; Asociación Puertorriqueña para la Educación de la Niñez Temprana; Centro de Investigación y Evaluación Socio-médica de la Escuela Graduada de Salud Pública, Universidad de Puerto Rico, Recinto de Ciencias Médicas; Instituto de Deficiencias en el Desarrollo, Escuela Graduada de Salud Pública, Recinto de Ciencias Médicas, Universidad de Puerto Rico; Centro de Investigaciones Educativas y; Fondos Unidos de Puerto Rico.

### A. Departamento de la Familia

El Departamento de la Familia (en adelante, Familia) indicó respecto a la Resolución de la Cámara 574 que la misma es importante y necesaria. Comienza su disertación explicando los diferentes programas que posee la agencia y cómo estos poseen una importancia para el tema de Niñez Temprana. El primer programa que trajeron a colación fue el Programa de Child Care. El mismo es un programa federal que tiene como propósito ampliar la accesibilidad, disponibilidad y la calidad de servicios de cuidado y desarrollo del niño y niña de familias de bajo ingresos cuyos padres/madres estudian o trabajan.

El Programa brinda servicios a niños y niñas infantiles, maternas, preescolares y de edad escolar hasta los 12 años con 11 meses. Para garantizar la accesibilidad y disponibilidad de los servicios, los mismos se ofrecen mediante tres modalidades distintas:

La primera modalidad son las propuestas de proveedores de servicios- ACUDEN delegará fondos durante el nuevo año fiscal 2013-2014 a 91 entidades públicas y privadas para la operación de:

- Centros de Cuidado y Desarrollo del Niño
- Redes de Cuidado del Niño en el Hogar-agencias delegadas que, a su vez, cuentan con una red de proveedores distribuidos en una zona particular.
- Horario Extendido (fuera del horario escolar)-ofrecen actividades extracurriculares.

La segunda modalidad son los Centros de Cuidado y Desarrollo administrados por la ACUDEN.

La tercera modalidad es el Sistema de Vales de Cuido- A través del personal de ACUDEN, ubicado en las oficinas regionales del Departamento de la Familia, se otorgan vales a familias

que cualifican para servicios de cuidado y desarrollo del niño. Las familias seleccionan el centro de cuidado o el proveedor informal de su predilección.

El segundo programa es el de Head Start. El mismo es un programa federal que promueve la preparación escolar de niños y niñas de familias con bajos ingresos mediante el fortalecimiento de su desarrollo cognitivo, social y emocional desde que nacen hasta los 4 años con 11 meses. Un aspecto importante del Programa es el énfasis en la participación de los padres, madres, encargados/as, las familias y la comunidad en el desarrollo del niño o niña. El otro programa del cual diserta el Departamento de la Familia es ACUDEN. Explican que dicho programa heredó grandes retos.

- 47 centros Head Start cerrados por la agencia federal y la clasificación de la agencia como concesionario de alto riesgo como resultado de un pobre monitoreo de la pasada administración a una agencia delegada de Head Start. Esta categoría ya se nos fue eliminada, debido a los esfuerzos de esta nueva administración en establecer controles internos para el monitoreo fiscal y programático a las agencias que se le delegan fondos.
- Recorte de cerca de 6.1 millones en fondos federales por el secuestro del Congreso de los Estados Unidos al Programa Head Start y 1.6 millones al Programa Child Care.
- Varias agencias delegadas de Head Start con deficiencias fiscales y programáticas. No obstante, alcanzamos un acuerdo con las autoridades federales pertinentes para recobrar la confianza perdida en la capacidad administrativa y fiscalizadora.
- Un déficit de 3.2 millones de dólares correspondientes al año fiscal 2011-2012 y un déficit de 10.7 millones de dólares correspondiente al año fiscal 2012-2013 en el Programa Child Care. Estos déficits fueron causados por la asignación indiscriminada de vales de cuidado con fondos ARRA, que al finalizar sobrecargaron el presupuesto del Programa Child Care. Además, se incluyó en este presupuesto del Programa Child Care. Además, se incluyó en este presupuesto la operación de los Centros de Recursos y Referidos CENTRANA (10 centros en total) y cuatro centros RESPIRO con fondos estatales.

Familia indica que, a pesar de todos los grandes retos que enfrenta, la ACUDEN mantiene su firme compromiso con la niñez temprana y sus familias, promoviendo y facilitando el acceso a las condiciones de vida óptimas para el cuidado y desarrollo integral. Plantea que nuestros niños y niñas deben vivir de la mejor manera posible, y que, por lo tanto es necesario mejorar las condiciones para el desarrollo óptimo de la niñez en general y, particularmente, aquellos que viven en condiciones sociales adversas y de pobreza extrema. Refiere que estos factores aumentan su vulnerabilidad y los exponen a una serie de riesgos de tipo físico, emocional, ambiental y social.

Asimismo, la Agencia expone que la ACUDEN, a través de sus programas y proyectos educativos, promulga y propicia la integración de la familia. Destaca que la familia debe proveer un ambiente en el cual los niños y niñas puedan ser escuchados para identificar y entender sus necesidades y emociones. Añade que las familias que entienden el desarrollo de

los niños y niñas tienen expectativas razonables para sus niños, dándoles la oportunidad de confiar, aprender, crecer y explorar el mundo. Así, una familia que comprende y acepta su rol como ente protector, proveedor y educador del niño, muestra amor y está más dispuesto a llenar las necesidades de los niños y niñas.

Familia finaliza indicando que este es el reto de todos y todas, desarrollar e implantar una política pública cónsona con las realidades y diversidades que enfrentan los padres y las familias en la crianza y la educación de la niñez temprana, integrando a todos los sectores de la sociedad, para proteger y promulgar óptimo de nuestra niñez, para *Ser Grandes* en la Familia.

## **B. Departamento de Educación**

La ponencia del Departamento de Educación (en adelante, Educación) comienza indicando que la orden ejecutiva del gobernador para crear la Comisión para la Niñez Temprana fue promulgada el 2 de diciembre de 2009, Boletín Administrativo Núm. 2009-046 y decretada en virtud del inciso b (1) A (i) sección 642B de la Ley Federal 110-134 de 2007, que lleva el título de Mejoras a la Ley de 2007 sobre la preparación escolar de Head Start en inglés, "Improving Head Start for School Readiness Act of 2007".

Arguye Educación que han trabajado arduamente, en su obligación de desarrollar individuos centrados en sus talentos y fortalezas. Según el Marco Curricular del Programa de Kindergarten, el quehacer educativo va dirigido al desarrollo de individuos creativos, reflexivos y de actitudes democráticas que demuestren una responsabilidad ética y cívica, la cual les permita participar activamente en la sociedad.

Destaca así que el Programa de Educación para la Niñez, adscrito a la Secretaría Auxiliar de Servicios Académicos, ha dirigido esfuerzos para establecer y coordinar proyectos en pro del bienestar de la Niñez Temprana. Indica que existe un plan de trabajo que identifica varias áreas de acción que deben trabajarse como, por ejemplo, la ambientación de salones de Kindergarten para implementar el Proyecto PASITOS (QRIS, por sus siglas en inglés). Según Educación, el proyecto incluye un sistema para calificar los servicios que ofrecen los centros de cuidado, desarrollo y educación de la niñez temprana, mediante un proceso de autoevaluación voluntaria. Añade la Agencia que el propósito del sistema es reconocer y apoyar los servicios que brinda cada centro y ofrecer orientación para establecer un plan de desarrollo dirigido al progreso y a la perfección de la calidad de los servicios que ofrecen a la comunidad.

Asimismo, explica Educación que el instrumento se compone de una serie de diez estándares uniformes que permiten a los centros identificar sus fortalezas y áreas de potencial de crecimiento. Propone que esto es una garantía de calidad, ya que todos los centros que forman parte del programa cumplen con los requisitos de licenciamiento establecidos por el Departamento de la Familia.

Indica a su vez esta Agencia que actualmente la Oficina de Colaboración de Head Start y el Departamento de Educación coordinan esfuerzos para un Acuerdo Colaborativo que pretende trabajar en la integración de los siguientes puntos importantes: el ingreso de estudiantes de kindergarten que no tengan la edad requerida para entrar al grado; el proceso de transición entre ambas agencias; la implantación de un protocolo para la coordinación de servicios del Programa de Educación Especial; y la participación de padres como voluntariado de la escuela.

Finalmente, señala Educación que ha desarrollado una diversidad de ofrecimientos acordes con la Agenda Académica de nuestro gobierno, mediante la integración del Perfil del Estudiante Graduado de la Escuela Superior de Puerto Rico, para maximizar los servicios que se ofrecen a la niñez puertorriqueña. Destaca que entre los servicios están la revisión de estándares y expectativas de los grados, los planes de trabajo con iniciativas que fomenten el alcance de las más altas expectativas, la identificación de fondos para equipos y materiales, la integración de los padres, madres y encargados en los procesos educativos de sus hijos y la apertura de más centros preescolares alrededor de todo Puerto Rico.

### **C. Departamento de Salud**

La ponencia del Departamento de Salud (en adelante, Salud) comienza indicando que esta Agencia está muy comprometida con la Niñez Temprana, y procede a enumerar una serie de logros que se atribuyen y que son parte de su esfuerzo por la Intervención Temprana.

Entre sus logros, menciona los siguientes:

- a) 2003- Puerto Rico recibe fondos de HRSA para desarrollar un Sistema Abarcador para la Niñez Temprana a través del Departamento de Salud.
- b) 2004- Se constituye el primer grupo de 18 socios fundadores del Sistema Abarcador para la Niñez Temprana.
- c) 2006- Retiro, de dos días, en Dorado, para aglutinar diversos grupos de sectores cruzados. La Senadora Lucy Arce se compromete a trabajar por una Ley para la Niñez Temprana y se firman acuerdos colaborativos con diferentes Secretarios (Departamentos de Educación, Departamento de la Familia, Departamento de Recreación y Deportes, entre otros.)
- d) 2006- Publicación de guías para las familias con niños en edad temprana, llamadas Ahora mi bebé viene con una guía Tomos I II y III, y otros materiales educativos para educar y apoderar a las familias sobre la Niñez Temprana.
- e) 2007- Puerto Rico fue escogido junto a 19 estados para participar en el Proyecto "ABCD Screening Academy de la National Academy for State Health Policy ( NASHP)".
- f) 2007- Se celebra la Primera Conferencia de la Niñez Temprana con la participación como oradora principal de la Dra. Ángeles Molina Iturrondo, Decana de la Facultad de Educación y especialista en educación temprana.

- g) 2008- Se aprueba la Ley 93, 2008: Niñez Temprana, como un trabajo de colaboración entre sectores cruzados con la Oficina de la Senadora Lucy Arce y socios de Unidos por la Niñez Temprana (UNT).
- h) 2008- Se establece el Equipo Estatal de la Niñez Temprana de UNUT constituido por cinco socios (ASSMCA, ADFAN, ACUDEN, HEAD START y UNT) y apoyados por el gobierno federal.
- i) 2008- El Equipo Estatal de la Niñez Temprana de UNT avaló el currículo CSEFEL seleccionado por ASSMCA para adoptarlo y trabajar las bases del desarrollo socio-emocional de la niñez temprana y sus familias, en los centros de cuidado y desarrollo de la niñez.
- j) 2008- Establecimos un subcomité para el desarrollo de un Sistema de Calificación y Mejoras de Calidad para los servicios de cuidado infantil y educación temprana.
- k) 2008- Celebramos la 2da Conferencia sobre la Niñez Temprana.
- l) 2009- Participamos en Fortaleza en un grupo Ad Hoc para comenzar los trabajos de la implantación de la Ley Núm. 93- 2008 y recomendar al Gobernador, Luis Fortuño, sobre los criterios a tomar en consideración para constituir el "PR Early Childhood Advisory Committee (PR- ECAC)" que debe tener todo estado o territorio.
- m) 2010- Fuimos designados por el Centro de Salud de la Universidad de Connecticut como un pre-afiliado a la red de asistencia técnica de "Help Me Grow".
- n) 2010- Celebramos la 3ra Conferencia de la Niñez Temprana, con la conferenciante Deborah Perry, Catedrática Asociada de la universidad de Georgetown y prominente investigadora sobre el desarrollo socio-emocional en la niñez temprana.
- o) 2011- Colaboramos con el Consejo de la Niñez Temprana (PR- ECAC) en Fortaleza para someter la propuesta "Race to the Top: Early Learning Challenge".
- p) 2012- Terminamos el módulo educativo sobre la prueba de cernimiento del desarrollo Edades y Etapas (ASQ) que estará disponible en el programa de educación continua de la UPR-RCM para médicos trabajadores sociales, psicólogos, enfermeras y maestros de educación temprana.
- q) 2013- Expandimos a dos regiones más la Fiesta de la Niñez Temprana de UNT aumentando a cuatro regiones de salud la celebración de la misma (Ponce, Mayagüez, Arecibo y Bayamón) logrando una participación cuatro veces mayor (4,941 personas entre adultos y niños) que el año pasado y superando los (1205) participantes del primer año.
- r) 2013- Celebramos la 4ta Conferencia sobre Niñez Temprana con la participación del Dr. Paul Dworkin, Director Nacional de "Help Me Grow" (HMG) como conferenciante principal.
- s) 2013- Sometimos la solicitud de fondos para los siguientes 3 años de UNT en PR.

#### **D. Asociación de Directores de Head Start**

La Asociación de Directores de Head Start (en adelante, la Asociación) indica que, aunque reconoce que la Ley 93 de 2008 no se ha puesto en función conforme al mandato de Ley, en los pasados tres años se han llevado a cabo actividades relacionadas que atienden "los asuntos y necesidades de la niñez en edad temprana de Puerto Rico". Destaca que, según se menciona en la Resolución, estas actividades se llevaron a cabo al amparo de la Ley Federal de Head Start

110-134 de 2007, la cual requirió la creación de un Consejo Asesor para el Aprendizaje y Cuidado Temprano, y la Orden Ejecutiva 2009-046. Refiere que esto permitió que Puerto Rico recibiera los fondos federales asignados para este propósito y que se iniciara el diálogo y acción concertada a nivel estatal en torno a los asuntos y necesidades antes mencionadas.

Asimismo, asegura la Asociación que, entiende que la gestión del Consejo anterior representa una buena base para edificar sobre ésta las iniciativas futuras. La entidad indica y recomienda que sólo se tomen en cuenta para darle continuidad a aquellas iniciativas que:

- 1) tengan impacto sistémico, abarcador y de largo plazo;
  - 2) sean aplicables a toda la población de la isla y a la diversidad de programas y servicios a la niñez de edad temprana;
  - 3) creen estrategias costo-eficientes que mejoren la prestación de servicios y realcen su eficacia.
- La Asociación de Directores de Head Start solicita una justa participación de Head Start en el Consejo Multisectorial del Gobernador para la Niñez en Edad temprana, con el propósito de armonizar su composición con los requisitos estatutarios de la Ley Federal 110-134 de Head Start.

#### **E. Fundación Angel Ramos**

La Fundación Ángel Ramos (en adelante, la FAR) expresaron en su ponencia que en el 2005 se puso en marcha la Iniciativa Preescolar (IP) con el propósito de mejorar las condiciones de aprendizaje y la enseñanza de los niños y niñas de edad temprana en Puerto Rico. Para lograrlo, la FAR auspicia a cinco organizaciones sin fines de lucros para implementar programas innovadores y currículos que enfatizan aspectos importantes de la formación educativa de la niñez temprana.

Destaca entre estos, el desarrollo de las artes y la música, las prácticas de calidad recomendadas por la National Association for the Education of Young Children, así como el enfoque de Montessori para la educación temprana. Añade que dichos programas cuentan con una serie de indicadores de resultados y logros basados en los más altos estándares de calidad establecidos para la educación a temprana edad. Expone a su vez la FAR que los programas y organizaciones auspiciadas por la institución son: 1) Programa Montessori, Instituto Nueva Escuela, 2) Programa despertar Musical, Conservatorio de Música de Puerto Rico, 3) Programa integración de las artes visuales, Museo de Arte de Puerto Rico, 4) Programa Aprendo, Fondos Unidos de Puerto Rico, y 5) Programa Alcanza, Universidad de Puerto Rico, Recinto de Río Piedras (UPR-RP). Refiere que, al presente, la IP de la FAR ha impactado el 69% del total de maestras, cuidadoras y asistentes de los centros de Puerto Rico; así como al 33% del total centros y asistentes de los centros ubicados en el 86% de los municipios de Puerto Rico.

Explican que la meta de la IP es que los niños preescolares de 0 a 6 años en Puerto Rico reciban servicios de cuidado y educación de alta calidad que les provean las bases para su

aprendizaje a través de la vida y para su ingreso y éxito en la escuela. Exponen que *“referirnos a nuestros esfuerzos en la Iniciativa, no es más que un punto de partida que no sólo advierte nuestro compromiso con el desarrollo integral y óptimo de la niñez temprana en Puerto Rico, sino que establece nuestro aval a aquellos organismos cuya gestión responda a la provisión y protección efectiva de servicios, apoyo y educación a esta población en el País”*.

Por lo tanto, la FAR reconoce la importancia de que exista un Consejo Multisectorial que guíe el establecimiento de una política pública basada en los más altos estándares de calidad para la educación de la niñez temprana tanto en entidades públicas como privadas. Arguye que, lo anterior requiere que el organismo esté acompañado de una reglamentación debidamente aprobada sobre el diseño, la implementación y la evaluación de las instituciones que atienden la educación preescolar en el País.

De otro lado, según la FAR, para lograr un efecto multiplicador en la educación de la niñez temprana y generar ecos de impacto a nivel País, es fundamental que exista una estructura legal al interior del Consejo Multisectorial que establezca como requisito la continuidad, el monitoreo y el acompañamiento en los procesos. Arguye que esto, sumado a otras instancias, validará la gestión efectiva del Consejo Multisectorial como ente coordinador, facilitador, supervisor y regulador de los asuntos de la niñez en edad temprana en Puerto Rico.

La FAR sugiere además que le Consejo incorpore en su política pública la articulación de un perfil del niño y niña de edad temprana que delinee las destrezas y competencias que estos deben adquirir mediante su educación preescolar y que los equípe para pasar a su próxima contribuirá a desarrollar un sistema común de medición y evaluación de calidad de los servicios que las entidades públicas y privadas ofrecen a la población infantil. Asimismo, la FAR entiende que es indispensable que el organismo multisectorial levante un inventario de iniciativas, prácticas exitosas y actividades y programas innovadores dirigidos al desarrollo óptimo e integral de la niñez temprana en Puerto Rico.

Añade que cuenta con un grupo de profesionales de primer orden en campo de la educación temprana y también con los mejores ejemplos de prácticas pedagógicas efectivas “best practices” con base científica y basados en las prácticas apropiadas para la educación a nivel preescolar establecidas por la National Association for the Education of Young Children (NAEYC).

Concluye indicando que la Ley para la implantación de la Política para la Niñez Temprana reconoce el deber de las entidades público y privadas de proveer a los niños y niñas los servicios, el apoyo, la educación y las experiencias necesarias que permitan el máximo desarrollo de su potencial como individuos. Refiere que, pese a que en los últimos años se han desarrollado importantes esfuerzos y programas para lograr este cometido, aún queda más por hacer en miras a garantizar un sólido desarrollo de políticas e iniciativas en atención a la niñez temprana de Puerto Rico. Indica que es preciso dar continuidad a lo que bien ha

funcionado. Arguye que es precisamente, el Consejo Multisectorial el llamado a unir a los diversos sectores del País en una agenda común, activa e ininterrumpida.

#### **F. Cooperativa de Servicios Integrados a la Niñez (COSIANI)**

La Cooperativa de Servicios Integrados a la Niñez (en adelante, COSIANI) expresa que fue fundada en el 2006, bajo la Ley 239, y creada con el propósito de brindar servicios y beneficios a profesionales y personal relacionado con la niñez temprana. Indica que sus socios, en mayoría directores de centros de cuidado y desarrollo, se han mantenido vigilantes y han participado de las iniciativas gubernamentales que se desarrollan en beneficio de la niñez temprana.

De otro lado, COSIANI expone que, en los pasados años, distintos gobernantes han trabajado en beneficio de la niñez creando buenas iniciativas que ha visto morir con la entrada de otros mandatarios. Señala que los socios de COSIANI han tenido la oportunidad de participar, a través de los años, de muchas de estas iniciativas desde su creación en implantación. Sin embargo, refiere que también han visto procesos, como la creación de una nueva Ley y Reglamento para la Operación de los Centros de Cuidado y Desarrollo, que se ha quedado sin resolver por no dar continuidad a los trabajos que se han realizado.

Añade que el trabajo realizado por el Consejo de la Niñez en la pasada administración fue uno muy extenso que abarcó distintas áreas, lo que brindaba esperanzas de que se lograrían grandes avances en asuntos relacionados a los procesos educativos, el desarrollo profesional, el servicio, entre otros, así como la creación de una nueva Ley y Reglamento para el Funcionamiento de los Centros de Cuidado y Desarrollo. Advierte que, sin embargo, una vez más quedó en suspenso ya que nunca se logró la consideración ante los cuerpos legislativos, al igual que los otros trabajos. Destaca COSIANI que es su interés que a través de esta legislación se logre recopilar el producto de la labor que por años todo un sector ha realizado; que se evalúen todas y cada una de las grandes iniciativas que tanto los gobiernos, como los representantes de diferentes sectores han propuesto y desarrollado. Igualmente, menciona que espera que se demuestre el propósito y la voluntad de retomar los trabajos y que se concluyan, logrando verdaderos y permanentes cambios que redunden en el bienestar de la población y de aquellos que de una forma u otra se relacionan con la niñez temprana.

De otro lado, plantea COSIANI que debemos tener claro que en este proceso es necesario reconocer y mostrar consideración y respeto hacia el trabajo que llevan a cabo todos los que representan al sector de la niñez temprana. Indica que es necesario ver resultados en esa dirección lo antes posible. Refiere que el Gobierno Federal así lo manifiesta y lo exige por lo que exhorta a esta Administración a hacerlo. Para ello, indica que es necesario ir más allá de una investigación.

Finalmente arguye que es necesario demostrar que para Puerto Rico el bienestar de la niñez temprana es prioritario para todos los sectores.

### **G. Asociación Puertorriqueña para la Educación de la Niñez Temprana (APENET)**

La Asociación Puertorriqueña para la Educación de la Niñez Temprana (en adelante, APENET) destaca que está afiliada a la National Association for the Education of Young Children (NAYEC), organización profesional que se esfuerza por elevar la calidad de la educación para todos los niños y niñas desde el nacimiento hasta los ocho años.

Indica que su misión es trabajar colaborativamente para promulgar el cuidado, la educación, el bienestar y el desarrollo integral de la niñez en edad temprana a través de oportunidades para el fortalecimiento de los profesionales y los programas. Señala además que su visión es contar con profesionales altamente calificados y programas de alta calidad en una sociedad comprometida con la niñez. Explica que esta misión y visión están fundamentadas en las prácticas apropiadas y que puede colaborar con las agencias del gobierno para promoverlas.

Refiere que, por tal motivo, la Ley Núm. 93-2008, conocida como la "Ley para el Desarrollo e Implantación de la Política Pública para la Niñez en Edad Temprana de Puerto Rico", es considerada por APENET como necesaria ya que es un foro donde la organización puede contribuir para forjar políticas dirigidas al bienestar de la niñez temprana.

Plantea por otro lado que el Consejo Multisectorial servirá de ayuda para prevenir el maltrato hacia la niñez y el maltrato en todas sus ramificaciones. Ello, puesto que al contar con personal de las diferentes agencias gubernamentales y especialistas en la niñez en un Consejo, se pueden discutir los problemas y buscar alternativas afectivas y económicamente viables, sin tanta burocracia.

Sugiere que una de las metas del Consejo Multisectorial sea estudiar y revisar el reglamento y funcionamiento de la oficina de Licenciamiento del Departamento de la Familia, para que se pueda atemperar a las necesidades, tanto de la niñez como del personal que trabaja en los Centros de Cuidado y Desarrollo del Niño. Plantea que igualmente se debe trabajar con la acreditación de los centros, tanto privados como públicos, para que así cumplan con los estándares de calidad. Esto, añade, es parte de los esfuerzos que la NAEYC ha puntualizado como una medida efectiva para mejorar la educación de la niñez en edad temprana. Arguye que focalizarse en los estándares ayudará a mejorar las experiencias educativas dirigidas a la niñez y a prevenir que estén expuestos a condiciones de maltrato. Por ende, indica que los estándares son normas nacionales de calidad que todos debemos conocer.

A su vez, informa que Puerto Rico cuenta con programas de calidad fundamentados en estos estándares, tales como Head Start, Early Head Start, Kindergarten del Departamento de

Educación, y centros de Cuidado y Desarrollo del Niño, privados. Estos, añade, son ejemplos concretos de cómo estos estándares se aplican en la práctica.

De otro lado, arguye APENET que otro aspecto que el Consejo Multisectorial deberá considerar entre sus metas es promover el mejoramiento profesional para el personal que labora con la población de la niñez temprana. En Puerto Rico hay muchos centros privados, cuyo personal carece de unos conocimientos básicos y que están ávidos de aprender a los cuales se les podrían ofrecer becas o incentivos para tomar cursos, asistir a conferencias, convenciones, entre otros. Igualmente destaca que las instituciones de educación superior podrían aunar esfuerzos para ofrecer certificaciones o programas académicos para educar el personal que trabaja con la niñez temprana. Indica que se está trabajando con los años de vida más importantes para el ser humano, por lo que se debe preparar a los adultos significativos que trabajan con esta población en las mejores prácticas educativas con un énfasis en la prevención y la atención al niño con necesidades especiales.

Finalmente, APENET considera que la Creación del Consejo Multisectorial será una herramienta valiosísima para la niñez temprana y sus familias. Destaca que nuestra niñez temprana necesita que se respete, que se le trate con amor, que se le valore dentro de la sociedad y, más que nada, que se le destinen los recursos necesarios para atenderlos.

#### **H. División de Servicios Comunitarios del Centro de Investigación y Evaluación Socio-médica de la Escuela Graduada de Salud Pública, Universidad de Puerto Rico, Reciento de Ciencias Médicas**

La División de Servicios Comunitarios del Centro de Investigación y Evaluación Socio-médica de la Escuela Graduada de Salud Pública, Universidad de Puerto Rico, Recinto de Ciencias Médicas (en adelante, CIES) indica que ofrece servicios de investigación, asesoría y educación al sector público, privado y sin fines de lucro con el objetivo de promover la salud y el bienestar de las comunidades. Sus servicios incluyen:

- Investigaciones para identificar problemas y fundamentar decisiones, desarrollo de política pública, y alcanzar resultados en diversas áreas de salud.
- Evaluación con enfoque colaborativo para mejorar las competencias de las organizaciones a que sirven para mejorar la eficiencia y efectividad;
- Adiestramiento para el desarrollo de capacidades y asistencia técnica;
- Promoción del modelo de Prácticas Basadas en Evidencia, para la difusión de las mejores prácticas en la investigación de problemas de salud pública.
- Desarrollo y manejo de Sistemas de Datos digitalizado, accesible al público como apoyo a estudios epidemiológicos.

Destaca el CIES que, según establecido por el Artículo 3 de la Ley 93, existen seis áreas de servicio a la niñez, siendo estas: nacimiento seguro, salud, arte y cultura, educación, seguridad,

familia, juego, recreación y deportes. Indica que, desde el 2007, los trabajos del CIES se han enfocado en el área de familia y educación. Señala que, entre los proyectos más importantes se encuentra el Programa de Visitas al Hogar y el Programa de Fundamentos de Crianza que se describen a continuación:

- El Programa de Visitas en el Hogar opera con fondos federales del Health Resources and Service Administration (HRSA) y con fondos designados del Departamento de Salud, específicamente a la División de Madres, Niños, y Adolescentes. Estos fondos requieren que todos los estados y territorios implementen un programa basado en evidencia de visitas al hogar. Esta iniciativa requiere colaboración de Título V, Head Start, Departamento de la Familia y ASSMCA.
- Su objetivo es mejorar la salud de los niños y sus madres y reducir la incidencia de casos de abuso, negligencia, maltrato, lesiones, y visitas a salas de emergencias. El programa busca además mejorar el apresto y el desempeño escolar, al igual que alcanzar una reducción en crímenes y casos de violencia doméstica. Busca promover la auto-suficiencia económica de la familia, proveer coordinación y referidos de servicios para otros recursos de apoyo en la comunidad.
- El programa está dirigido a jóvenes embarazadas, menores de 21 años, residentes de una selección de municipios basada en el estudio epidemiológico realizado por el CIES en el año 2010 y comisionado por el Departamento de Salud como parte del requisito federal. Los beneficiarios reciben los servicios a través del Centro de Salud Integral en la Montaña (SIM) en Barranquitas y Orocovis, UMET en Jayuya, el Centro de Salud 330 de Patillas-Maunabo. Aun no hay proveedor identificado para Loíza, otro de los municipios participantes.
- Desde su comienzo, en febrero de 2013, el programa ha impactado a 42 jóvenes embarazadas (20-Barranquitas y 22-Orocovis) a través de 484 visitas al hogar. Al momento, se ha demostrado a través de investigaciones científicas que los programas de visitas al hogar son altamente efectivos para prevenir problemas sociales en el futuro, las participantes reciben el servicio en sus hogares, las visitas son hechas periódicamente por una visitadora capacitada que recibe adiestramientos y evaluación consistentes.
- De otra parte, el Programa Fundamentos de Crianza es una intervención basada en evidencia enfocada en los padres con el objetivo de aumentar los comportamientos positivos de padres y madres en las relaciones familiares y trabajar con factores de riesgo de maltrato y negligencia hacia los hijos. Actualmente se implanta con fondos federales de HRSA-Título V que recibe el Departamento de Salud de Puerto Rico a través de la División de Madres y Niños para el Programa de Educación en Abstinencia desde 2011.
- Al momento han impactado 1,780 participantes en los municipios de Naguabo, Humacao, Yabucoa, Maunabo, Patillas, Arroyo, Guayama y Vieques. Los resultados obtenidos reflejan un incremento significativo en los participantes en conocimientos y destrezas sobre disciplina no violenta, etapas de desarrollo de los niños/as y crianza

positiva. Además se han documentado cambios significativos en la capacidad de los padres/madres/encargados para proveer un ambiente de hogar enriquecido, esto es un hogar que provea materiales y oportunidades de aprendizaje y con mayor integración familiar.

- El programa se realiza en colaboración con Fondos Unidos, Centros Sor. Isolina-Guayama y PECES. Además, durante el mes de octubre, se adiestraron dos organizaciones más que lo estarán implantando en el 2013: la Casa Protegida Julia de Burgos con fondos del Departamento de Justicia y Oficina para la Promoción y el Desarrollo Humano, con fondos del Departamento de la Familia.

Destaca el CIES que, aun cuando estos programas están demostrando ser efectivos, los mismos se ven limitados en su operación debido a que no se han alcanzado los objetivos que fundamentan la Ley-93-2008.

Añade que, en particular, ello ha ocurrido por falta de una política pública clara en torno a los servicios a la niñez y por no haberse designado nunca la Junta Multisectorial que propone dicha Ley.

Asimismo, indica que además la funcionalidad máxima de la Ley 93 se ve limitada por factores adicionales, tales como: 1) limitarles sólo al uso de fondos que reciben en bloque poblacional por razón del censo; 2) la devolución de fondos ya asignados por falta de agilidad administrativa de las agencias de gobierno; 3) la falta de coordinación inter-agencial para amarrar y maximizar fondos recibidos por entes federales distintos pero con objetivos cónsonos; 4) no solicitan fondos de seguimiento o fondos competitivos lo que provoca que los programas no tengan continuidad por falta de apoyo fiscal.

#### *Posible contribución de CIES a la Investigación:*

Destaca CIES que, desde el 2007, su División de Servicios Comunitarios ha fungido como socio científico en proyectos para la promoción del desarrollo positivo de los niños y niñas, la prevención del maltrato infantil y la promoción de las prácticas basadas en evidencia. La misma ha desarrollado un portafolio diverso con más de 20 proyectos de investigación, evaluación, y promoción de prácticas basadas en evidencia.

Asimismo, refiere que el movimiento de prácticas basadas en evidencia (PBE) enfatiza la importancia de fundamentar las intervenciones en el cúmulo de evidencia científica existente. Define PBE como la integración de las mejores prácticas reconocidas por las investigaciones, el conocimiento de expertos, y la cultura, los valores, opiniones, y características de los participantes. Al desarrollar programas de prevención fundamentados en evidencia, maximizan los recursos disponibles y obtienen resultados efectivos y sostenibles a través del tiempo.

Añade que Puerto Rico se encuentra ante un reto para desarrollar prácticas de prevención exitosas. Informa que en la isla existen muy pocos estudios empíricos que sugieran cuáles prácticas han sido exitosas en prevención y promoción de salud. En respuesta a esta necesidad, el CIES ha liderado varios proyectos emblemáticos, a saber:

- 2008- Creación del Archivo digital de Programas y Prácticas Basadas en Evidencia para la Prevención. Actualmente el archivo reseña sobre 400 programas de prevención en las siguientes áreas: maltrato de menores, visitas al hogar, abuso de sustancias, violencia comunitaria, cáncer, VIH.
- 2011- La División de Servicios Comunitarios del CIES fundó la Junta de Prácticas Basadas en Evidencia para Puerto Rico (JPBPR), la cual es el cuerpo multisectorial con peritaje diverso, por lo que está constituido por representantes de los siguientes sectores: académico, gubernamental y privado (organizaciones de base comunitaria, organizaciones de base de fe, fundaciones, etc.). La Junta de Prácticas Basadas en Evidencia para Puerto Rico (JPBEPR) es el cuerpo responsable de crear e implantar una agenda para identificar, establecer, promover, y disseminar programas/prácticas basadas en evidencia en áreas de prevención para Puerto Rico. Las metas de esta iniciativa son: 1) aumentar las destrezas y el conocimiento de la fuerza laboral de prevención de Puerto Rico a través de todos los sectores; y 2) aumentar la capacidad de organizaciones comunitarias para que utilicen datos para evidenciar sus esfuerzos, planificar y evaluar sus servicios.

#### **I. Instituto de Deficiencias en el Desarrollo, Escuela Graduada de Salud Pública, Recinto de Ciencias Médicas, Universidad de Puerto Rico**

El Instituto de Deficiencias en el Desarrollo, Escuela Graduada de Salud Pública, Recinto de Ciencias Médicas, Universidad de Puerto Rico (en adelante, el IDD) indica que es un centro universitario para la excelencia en educación, investigación, y servicio autorizado por primera vez en la Universidad de Puerto Rico en el 1991 por el gobierno federal.

Explica que su propósito es trabajar desde la academia en la capacitación de profesionales y estudiantes para que puedan satisfacer las necesidades de servicios de las personas con deficiencias intelectuales y del desarrollo a través de su ciclo de vida y llevar a cabo investigaciones que propendan al desarrollo de más y mejores servicios para este sector poblacional. Refiere que una deficiencia en el desarrollo es una condición atribuible a un impedimento mental o físico, o a una combinación de ambos, se manifiesta antes de los 22 años de edad, y es probable que continúe indefinidamente.

El IDD señala que la persona con deficiencias en el desarrollo tiene una limitación sustancial funcional en tres o más de las siguientes áreas: cuidado propio, lenguaje receptivo o expresivo, aprendizaje, movilidad, autodeterminación, capacidad para la vida independiente, y autosuficiencia económica. En el caso de los niños de 0-9 años también se consideran con

deficiencias en el desarrollo si tiene un retraso sustancial o una condición congénita o adquirida que se espera cumpla con tres o más de los criterios señalados si no se le proveen servicios o apoyos. Destaca que la Ley Federal 106-402, enmendada en octubre del año 2000, conocida como la Ley de Asistencia en Deficiencias en el Desarrollo y la Carta de Derechos. Plantea que en Estados Unidos, programas como el IDD bajo esta legislación comenzaron en los años 60's, cuyos fondos crearon muchos de los centros de rehabilitación física más prestigiosos. Refiere que sus centros se conocían en el 1963 como Facilidades Universidades Afiliadas (UAF), luego en el 1987 cambian su nombre a Programas Universitarios Afiliados (UAP, por sus siglas en inglés) y, actualmente, desde la reautorización de la ley en el 2000, conocidas como UCEDD's, por sus siglas en inglés.

Señala además que el IDD en la UPR fue el primer Centro de Excelencia en todas las jurisdicciones en Estado Unidos en ser parte de una escuela de salud pública, pues casi todos estaban ubicados en escuelas de medicina.

Sobre la R. de la C. 574, el IDD recomienda retomar el establecimiento del Consejo Multisectorial del Gobernador Para la Niñez en Edad Temprana, sus deberes y responsabilidades. Según el IDD, en el mismo se debe considerar incluir el director de ASSES y, entre los representantes de la sociedad civil, un familiar de un niño con impedimento en edad temprana. También sugiere establecer un sistema de datos para el análisis continuo de la información recopilada y el avalúo de los resultados del trabajo del Consejo.

Finalmente, partiendo de la experiencia de la Escuela de Salud Pública de la Universidad de Puerto Rico en el desarrollo de servicios de promoción, protección, y desarrollo de la niñez temprana y la investigación sobre los mismos, sobre todo del sector de esta población con retos en su desarrollo, entiende que puede ser recurso para los trabajos de esta Comisión.

#### **J. Centro de Investigaciones Educativas, Facultad de Educación, Universidad de Puerto Rico, Recinto de Río Piedras**

El Centro de Investigaciones Educativas de la Facultad de Educación de la Universidad de Puerto Rico, Recinto de Río Piedras (en adelante, el Centro) destaca que es importante implementar la Ley Núm. 93-2008, en especial los aspectos relacionados con la creación de un Consejo Multisectorial del Gobernador para la Niñez Temprana, si queremos lograr un mejor país. Asimismo, señala que este Consejo representa una oportunidad para aunar esfuerzos y rebasar los retos económicos y sociales que hoy en día enfrentamos. Expone que el Consejo deberá, en primera instancia, identificar una meta común dirigida a fortalecer la calidad de los servicios que se ofrecen a la niñez temprana con el propósito de contribuir a resolver los problemas sistemáticos que en estos momentos confrontamos.

Sugiere el Centro que el Consejo asuma la posición de liderazgo en los asuntos relacionados a la Niñez Temprana. Explica que desde esa posición de líder deberá tratar de

armonizar las diferentes visiones y esfuerzos del sector público y privado y de las diversas agencias en busca de soluciones y alternativas que nos ayuden a mejorar la calidad de vida, a erradicar la pobreza y ofrecer servicios de alta calidad a nuestra niñez.

Recomienda además que el Consejo, como líder, establezca como una de sus metas el mejorar, sostener, aumentar la capacidad, y hacer accesibles los servicios de alta calidad a toda la niñez temprana y sus familias. Por calidad, se refiere a establecer y definir unos principios, guías, estándares y criterios específicos que transmitan de forma clara y articulada a todos los ciudadanos (la familias, los educadores, los proveedores de servicios, administradores de centros, los profesionales de la salud y otras ramas que inciden en la niñez temprana, entre otros) los valores y las expectativas en las que se debe fundamentar el trabajo que se realiza en el campo de la niñez temprana. Esto, explica, ayudará a conocer y describir el estado actual y nivel de calidad de los servicios que se ofrecen a la niñez, ya que se establecen indicadores asociados a los elementos que deben estar presente en un programa de educación temprana efectivo. Por ejemplo, plantea que, entre los indicadores se deben considerar elementos como el nivel de desarrollo profesional del personal que atiende la niñez, la cantidad de niños por adulto que se atienden por cada grupo en el centro, la calidad del ambiente, la interacción entre los adultos y la niñez, el nivel de participación de las familias en la educación de la niñez, las políticas, los salarios e incentivos, entre otros. Según el Centro, el tener datos e información confiable acerca del estado en que se encuentran los centros que atienden la niñez temprana con respecto a los indicadores de calidad, ofrecerá al Consejo la oportunidad de tomar decisiones, implantar iniciativas y promover proyectos fundamentados en evidencia.

El Centro considera importante que el Consejo se visualice como un solo ente que mueve todos sus esfuerzos para apoyar el desarrollo óptimo de la niñez. Esto con el propósito de desarrollar un sistema de información y servicios que nutran el desarrollo integral y holístico de esta población. Plantea que con esta visión unificadora, el Consejo Multisectorial deberá enviar un mensaje claro a la ciudadanía sobre los valores y la visión de lo que es un servicio de calidad. Señala que, por ende, es importante que dentro de los miembros estén representados los diferentes sectores como: a) Departamento de Salud; b) Departamento de Educación; c) Administración de Servicios de Salud Mental y Contra la Adicción; d) Agencia Estatal de los Programas bajo la sección 619 o la Parte C del Individual with Disabilities Education Act ; e) Administración para el Cuidado y Desarrollo Integral de la Niñez; f) Oficina de Licenciamiento de Centros de Niñez Temprana; g) Departamento de Recreación y Deportes; h) Instituciones Postsecundarias que preparan el personal que labora en los centros de cuidado y desarrollo de la niñez temprana; i) proveedores públicos y privados; j) Programas de Early Head Start y Head Start; k) entidades de padres y madres de niños con necesidades especiales; l) Instituciones sin fines de lucro que promueven programas dirigidos a la niñez temprana y; m) Asociación de alcaldes y municipios, entre otros.

Igualmente, recomienda que el Consejo comience examinando las políticas locales y federales para identificar oportunidades dirigidas a mejorar la calidad de los servicios. Refiere

que de ahí la importancia de conocer el proyecto piloto que el Centro de Investigaciones Educativas desarrolló en años pasados dirigidos a crear el Sistema de Medición y Evaluación de la calidad de los servicios que se ofrecen a la Niñez Temprana. Explica el Centro que este sistema es una herramienta dirigida a mejorar la calidad de los servicios que ofrecen los centros de cuidado y desarrollo de la niñez entre las edades de 0 a 6 años. Añade que este tipo de sistema ha sido implementado en diferentes estados y países con el propósito de elevar la calidad de los servicios que se ofrecen a esta población. Indica que el Sistema de Medición y Evaluación permite al personal a cargo de los centros la oportunidad de participar en un proceso de autoevaluación, que va acompañado de una especie de "coaching", ya que se le asigna un mentor al centro. Asimismo, destaca que los datos recopilados se entran en una base de datos que traduce la información a una escala del 1 al 5 donde a mayor puntaje, mayor es la calidad de los centros.

De otro lado, recalca el Centro que los sistemas de medición y mejoramiento de la calidad son una tendencia, a nivel mundial, y utilizada para establecer una política coherente y unificadora de los servicios que se ofrecen a la niñez temprana y las familias. Explica que el propósito de los sistemas de calidad es servir de elemento de cohesión para fomentar la colaboración y unificación de los distintos sectores que sirven a la niñez temprana con la intención de producir servicios de alta calidad. Refiere que los sistemas de medición y mejoramiento de calidad:

- Crean conciencia y comunican, tanto a los proveedores de servicio como a las familias, los indicadores que caracterizan un servicio de calidad
- Apoderan a las familias de una información valiosa que los convierte en consumidores exigentes capaces de seleccionar centros de aprendizaje y desarrollo de alta calidad para sus hijos.
- Sirven de mapa para que los proveedores dirijan sus esfuerzos hacia el desarrollo de cómo aumentar y proveer servicios de calidad.
- Promueven la educación y la colaboración entre agencias con el propósito de promover la salud y el desarrollo óptimo de la niñez temprana.

A su vez, indica el Centro que los primeros años de vida del ser humano son críticos para su desarrollo. Destaca que investigadores y economistas reconocen que los programas de calidad para la niñez temprana, en especial aquellos que atienden a la niñez que proviene de ambientes de escasos recursos, son indispensables para el desarrollo emocional, social, y el lenguaje. Igualmente explica que los investigadores y economistas concuerdan que a largo plazo la sociedad recibe altas ganancias al proveer a la niñez una educación de calidad, entre las que se encuentran mejores logros educativos, un aumento en la productividad laboral y reducción en los niveles de la criminalidad. Así, refiere que tanto el presidente Obama, como el gobernador García Padilla han hablado de la importancia de tener programas de educación temprana de calidad.

Finalmente, el Centro expone que Puerto Rico desea y necesita un Consejo Multisectorial para poder garantizar el compromiso con ofrecer a todos una educación de primera. Indica que cada niño, cada familia se puede beneficiar de este compromiso para trabajar juntos a favor de la niñez. Explica que el Sistema de Evaluación y Medición es una herramienta concreta que puede facilitar al Consejo el identificar las fortalezas y necesidades de los centros existente y promover a través de un sistema de incentivos, proyectos, e iniciativas la meta de elevar el nivel de calidad de los servicios. Esto, concluye, es una gran oportunidad para construir en Puerto Rico el mejor sistema educativo para la niñez temprana.

### **K. Fondos Unidos de Puerto Rico**

Fondos Unidos de Puerto Rico (en adelante, Fondos Unidos) explica que es una organización sin fines de lucro con 46 años de trayectoria de ayuda e inversión de fondos en la comunidad puertorriqueña en las áreas de servicios sociales y de salud a través de sus organizaciones socias e instituciones participantes. Exponen que por 46 años, su Institución ha invertido más de \$200 millones en servicios de salud y bienestar social dirigidos a transformar la vida de las personas. Para ello, detalla que ha trabajado con las causas y males sociales que apremian a la comunidad, contando con 138 instituciones sin fines de lucro que prestan sobre un millón de servicios directos e indirectos a más de 650,000 personas alrededor de toda la isla.

Fondos Unidos destacó en su ponencia que según los datos de ACUDEN, Consejo de Educación de Puerto Rico y Centros de Cuido, el 58% de los niños que llegan a la escuela, no han participado de programas de Apresto Escolar. En otras palabras, según Fondos Unidos, estos no participaron de una serie de actividades estructuradas para promover socialización, estímulos cognitivos, sana nutrición y cernimiento de salud física, mental, y socio-emocional.

Fondos Unidos entiende que esa falta de atención en la niñez temprana, que es cuando se desarrolla el cerebro de los niños, es la causante de otras necesidades sociales que luego afectarán su desempeño escolar.

Asimismo, refiere que las estadísticas del Departamento de Educación indican que en los últimos años, el 9% de los niños ha estado fracasando el primer grado de escuela elemental. El 13% de los niños, llegan a primer grado con problemas de obesidad y sobrepeso. Dicho dato sube hasta un 40% al finalizar la escuela primaria. Detalla que otro dato de la educación primaria es que los resultados de las Pruebas Puertorriqueñas indican que el 45% de los niños no tienen las competencias esperadas en tercer grado.

Plantea Fondos Unidos que para que los niños sean exitosos en la escuela, es necesario asegurar que todo su entorno apoye su desarrollo. Añade que estudios de neurociencia demuestran que el cerebro de un recién nacido está compuesto por trillones de neuronas y son las experiencias de la niñez las que determinan cuales neuronas son usadas en el enlace de circuitos del cerebro.

De otro lado, explica que según la Unidad de Estadísticas Vitales del Departamento de Salud, el índice de nacimiento de bajo peso y de muy bajo peso se promedia en 13%. Advierte que ese mismo dato en Estados Unidos es de 8.2%. Así, alega que hay datos de mayor preocupación, como lo es que el 18.5% de los nacimientos han sido por madres adolescentes, y que, según la Organización Mundial de la Salud, los efectos adversos de la maternidad adolescente también se extienden a la salud de los infantes. Detalla que la lactancia es otro factor relacionado al desarrollo físico y mental de los niños.

Afirma que estos son algunos de los muchos datos estadísticos que día a día analizan y les enfrentan a una realidad muy clara: que es en la niñez temprana donde debemos enfocar nuestros esfuerzos.

En vista de ello, desde diciembre de 2012 Fondos Unidos aprobó un Plan Estratégico que incluye un modelo de trabajo enfocado en el apoyo y promoción del desarrollo óptimo de la niñez temprana. Este modelo de trabajo llamado Sembrando Futuro es un proyecto de desarrollo de bienestar común y reducción de necesidades sociales.

Destaca que el Plan de Trabajo a desarrollar incluye el apoyo de las familias y cuidadores en etapa temprana, el enfoque en alfabetismo y lectura en edad temprana, apoyo a los centros de cuidado privados, el fortalecimiento de servicios en la comunidad para los niños, sus padres/madres, y entorno, mejorar el acceso e información relacionada a la salud, el apoyo a los servicios públicos, utilizar datos para obtener resultados medibles, apoyar política pública que beneficie a la niñez temprana y elevar la concienciación pública y su involucración.

Asimismo, indica que tiene como misión, el alinear los recursos de la comunidad para asegurar que los niños de 0 a 6 años en Puerto Rico sean criados en los ambientes de cuidado y apoyo necesarios para alcanzar su máximo potencial. Para ello, Fondos Unidos explica que trabajará con agencias, organizaciones y grupos de interés para liderar el desarrollo de estrategias para crear servicios, coordinar esfuerzos, proveer apoyo para programas existentes, medir resultados e inspirar al pueblo en general a asumir una visión unificada que asegure que todos los niños de 0 a 6 años en Puerto Rico sean criados en los ambientes de cuidado y apoyo necesarios para alcanzar su máximo potencial.

Finalmente, Fondos Unidos entiende que debe existir un ente promotor de políticas públicas y promoción de alternativas de apresto escolar. Finaliza citando a James Heckman, premio nobel de economía del 2000, quien ha estudiado y disertado sobre la inversión en la niñez temprana como modelo de desarrollo económico de los países. Añade que el economista plantea que "una vez un niño se queda atrás en las habilidades fundamentales, es probable que se mantenga atrás, y la rehabilitación de entornos se vuelve más costosa, ya que el niño crece". Así, según Fondos Unidos, por eso nuestros niños no pueden esperar. Concluye expresando que "[c]ada día que no enfocamos nuestra agenda y planes, es un día en que un niño deja de ser aprestado para la escuela".

## HALLAZGOS Y RECOMENDACIONES

Cuando discutimos la grave crisis social que nos afecta, identificamos varios factores principales que han sido responsables del desmembramiento de nuestras comunidades y nuestro tejido social: *el desempleo y la pobreza, la marginación y la falta de herramientas que nos ayuden a convivir y solucionar nuestros problemas sin recurrir a la violencia.* Al hablar de soluciones, hay consenso de que la clave para atender la crisis de seguridad pública y el estancamiento en desarrollo socioeconómico, es la prevención.

El proceso de vistas públicas y análisis legislativo realizado por la Comisión de Bienestar Social y para la Erradicación de la Pobreza en atención a la R. de la C. 574, en el cual participaron las más destacadas organizaciones y profesionales de servicios a niñez temprana, puso de relieve la importancia de insertar el tema de la inversión en la niñez temprana como una prioridad de política pública en nuestro País.

Conforme fuera discutido ampliamente durante el proceso de vistas públicas, los primeros 5 años de vida de un niño o niña son los años más importantes de su vida. Es en esa etapa que no sólo se forman las destrezas cognitivas, sino también es cuando se forman las demás destrezas de carácter, como la autoestima, motivación, y autocontrol. Todas estas destrezas en conjunto crean individuos más exitosos, académicamente y en sus vidas.

Desde el 2007, la Organización Mundial de la Salud ha promulgado recomendaciones de política pública y señalan que los estudios revelan que muchos de los desafíos afrontados por la población adulta (problemas de salud mental, obesidad/ retardo en el desarrollo, enfermedades cardíacas, criminalidad, habilidad numérica y de lecto-escritura) tienen sus raíces en la niñez temprana. Partiendo de la evidencia disponible, los economistas ahora sostienen que invertir en la primera infancia representa la inversión más poderosa que un país puede realizar. De hecho, también podemos citar como fuente estudios muy serios desarrollados por personalidades como el Dr. James Heckman, premio nobel de economía, que nos demuestran que el invertir en la niñez temprana nos da un retorno de inversión de 7 al 10% de cada dólar. Ya son muchas las voces las que nos hacen ver claramente que la inversión en los programas y servicios a la niñez temprana, son nuestra mejor inversión a largo plazo como país.

Según reconocieron agencias gubernamentales y organizaciones de servicios la aprobación de la Ley Núm. 93-2008, conocida como "*Ley para el Desarrollo e Implantación de la Política Pública para la Niñez en Edad Temprana de Puerto Rico*" fue un primer paso importante para establecer nuestra política pública en lo que a niñez temprana se refiere. Sin embargo, aún no se logra la implantación integrada y efectiva de la política pública esbozada por esta ley...

Esto, por factores como: la falta de identificación de recursos fiscales adecuados; la ausencia de un Consejo Multisectorial con funcionamiento continuo y los recursos necesarios para garantizar el cumplimiento de la ley; la fragmentación actual de los servicios dirigidos a la

primera infancia y; la ausencia de un Plan Estratégico para la implantación de toda política pública relacionada con la niñez en edad temprana, entre otros.

Es por esto que, como resultado de la gestión legislativa realizada al amparo de la R. de la C. 574, es posible destacar la aprobación del Boletín Administrativo OE-2014-008 firmada por el Hon. Alejandro J. García Padilla el 28 de febrero de 2014. La OE-2014-008 reconoce que el Consejo Multisectorial de la Niñez debe ser el organismo integrador principal de la visión del Ejecutivo y su sistema de prestación de servicios a la niñez en edad temprana y sus familias y; dispone la activación del Consejo Multisectorial del Gobernador para la Niñez en Edad Temprana, al amparo de la Ley Núm. 93-2008.

La OE-2014-008 reconoce que el funcionamiento efectivo de un Consejo Multisectorial para la Niñez Temprana y el desarrollo e implantación de un Plan Estratégico en atención a la niñez temprana resulta imprescindible para cumplir tanto con la política pública promulgada por la Ley 93-2008, como diversos parámetros de programas federales tales como los Programas Head Start (Public Law 110-134), Race to the Top, entre otros. Así, este Consejo también ha designado como Comité Asesor para el Aprendizaje y Cuidado Temprano ("State Advisory Council on Early Childhood Education and Care") conforme a las disposiciones de la Ley Federal 110-134 para llevar a cabo las funciones delegadas al Consejo Asesor bajo esta ley federal.

Con la reactivación coordinada del Consejo Multisectorial será posible impulsar el desarrollo de un Plan Estratégico para la implementación de Política Pública en atención a nuestra población de niñez temprana. Este Plan nos permitiría ante todo, reconocer los derechos de nuestros niños, impulsar una política pública coherente y efectiva con beneficios medibles para maximizar la inversión pública e identificar recursos federales disponibles en beneficio de la niñez temprana.

Por esto, a los fines de promover la efectividad de las labores que serán llevadas a cabo por el Consejo Multisectorial de la Niñez en Edad Temprana, se recomienda con carácter prioritario:

- Identificar los recursos fiscales y gubernamentales recurrentes que promoverán el mejor funcionamiento del Consejo y el desarrollo del Plan Estratégico para la implantación de política pública en atención a la primera infancia.
- Promover la creación de un Fondo de Inversión con ingresos recurrentes que garanticen la oferta de servicios de salud, educación y bienestar promovidos por la Ley Núm. 93-2008.
- Identificar recursos para dar continuidad a las iniciativas identificadas por las agencias y organizaciones de atención a la niñez temprana que han sido iniciadas durante los pasados años y han quedado en el tintero, tales como:...

- 1) **Sistema de Medición de Calidad para Centros de Aprendizaje y Desarrollo Temprano** (PASITOS, QRIS, por sus siglas en inglés). El proyecto incluye un sistema para calificar los servicios que ofrecen los centros de cuidado, desarrollo y educación de la niñez temprana, mediante un proceso de autoevaluación voluntaria. El propósito del sistema es reconocer y apoyar los servicios que brinda cada centro y ofrecer orientación para establecer un plan de desarrollo dirigido al progreso y a la perfección de la calidad de los servicios que ofrecen a la comunidad. Este instrumento se compone de una serie de diez estándares uniformes que permiten a los centros identificar sus fortalezas y áreas de potencial de crecimiento. Esto es una garantía de calidad, ya que todos los centros que forman parte del programa cumplen con los requisitos de licenciamiento establecidos por el Departamento de la Familia.

Este instrumento PASITOS, desarrollado primariamente por el Centro de Investigaciones Educativas de la UPR, es necesario para: crear conciencia y comunicar tanto a los proveedores de servicio como a las familias, los indicadores que caracterizan un servicio de calidad; apoderar a las familias de una información valiosa que los convierte en consumidores exigentes capaces de seleccionar centros de aprendizaje y desarrollo de alta calidad para sus hijos y; servir de mapa para que los proveedores dirijan sus esfuerzos hacia el desarrollo de cómo aumentar y proveer un servicio de calidad.

- 2) **Fondo de Becas** para financiar un Sistema de Desarrollo profesional de los proveedores de servicios de niñez Temprana.

Ahora bien, la política pública esbozada por la Ley Núm.93-2008 es una abarcadora, según expuesta en el Artículo 3. de la citada ley:

“Artículo 3.- Política pública

Los primeros años de vida de los niños y [las] niñas son críticos para su desarrollo físico, social, emocional y cognoscitivo y, con ello, serán determinantes en el proceso de escolarización de cada niño. Estos años proveen una oportunidad singular para potenciar las capacidades humanas, con grandes implicaciones para el resto de la vida. Es por esto que reconocemos que la inversión en nuestra niñez en edad temprana es una inversión en el desarrollo social y económico de Puerto Rico, y proponemos una política pública que atienda las necesidades y asuntos específicos de la niñez en edad temprana de manera abarcadora e integrada. Esta política pública está encaminada a proveerle a nuestra niñez la oportunidad de un desarrollo integral óptimo, a través de un sistema abarcador de servicios integrados, disponibles, accesibles y de alta calidad. Dicho sistema involucrará a todos los sectores que inciden en la vida de nuestros niños y niñas – al gobierno central y al gobierno municipal, al igual que a las diversas instituciones, organizaciones, asociaciones profesionales, familias y comunidades que ofrecen servicios para esta población –, para

trabajar con ellos en el diseño, [implantación] y evaluación de diferentes programas e iniciativas, con un fin común: el bienestar y desarrollo óptimo de nuestra niñez.

La Política Pública para la Niñez en Edad Temprana que aquí se decreta tiene como fundamentos básicos los valores éticos reflejados en la Convención de los Derechos del Niño de la ONU, ratificada en noviembre del año 1989, así como en nuestra Carta de los Derechos del Niño (Ley Núm. 338 de 1998). Esta última establece que "todo niño o niña merece vivir en un ambiente adecuado en el hogar de sus padres y en familias donde se satisfagan sus necesidades físicas; y disfrutar del cuidado, afecto y protección que garantice su pleno desarrollo físico, mental, espiritual, social y moral." Esta Política Pública para la Niñez en Edad Temprana está basada también en los siguientes siete principios: (1) las experiencias en edad temprana establecen la base para el desarrollo y aprendizaje a través de toda la vida; (2) la niñez debe tener acceso a las condiciones de vida necesarias para su desarrollo óptimo; (3) las relaciones entre los niños y sus familias son la base para su desarrollo y aprendizaje; (4) los niños y las niñas y sus familias tienen particularidades, necesidades, prioridades y fortalezas; (5) el desarrollo de los niños involucra diferentes dimensiones que se encuentran interrelacionadas; (6) los niños y las niñas en edad temprana aprenden activamente, por medio de la interacción con su entorno físico y social; (7) y las personas que intervienen con los niños y las niñas son facilitadores de su desarrollo integral. En consonancia con esos valores y principios, las medidas concernientes a la niñez que se desarrollen y adopten al amparo de esta política pública estarán centradas en el interés del menor. De igual forma, y reconociendo que la familia es vital en la vida de la niñez, se harán los esfuerzos necesarios para fortalecer a los padres en su papel protagónico dentro del proceso de cuidado, desarrollo y educación de sus hijos e hijas.

La Política Pública para la Niñez en Edad Temprana atenderá las siguientes seis áreas: nacimiento seguro, salud, arte y cultura, educación, seguridad, familia, juego, recreación y deportes. A través de estas áreas se crearán numerosas y variadas oportunidades para que nuestros niños y niñas tengan las herramientas necesarias para ser exitosos en la escuela y en la vida...."

Entendemos que con la activación del Consejo Multisectorial del Gobernador para la Niñez en Edad Temprana, conforme lo dispone la Ley Núm93-2008 se ha dado un paso importante para promover la gestión gubernamental en atención a la primera infancia. No obstante, la agenda de este Consejo es una muy ambiciosa y ha quedado demostrado que la efectividad de esta gestión dependerá de la reasignación de prioridades en la inversión pública y la identificación prioritaria de los recursos necesarios. Para lo cual, la gestión de este Consejo Multisectorial será de vital importancia.

Conforme a todo lo antes expuesto, la Comisión de Bienestar Social y para la Erradicación de la Pobreza de la Cámara de Representantes de Puerto Rico rinde este **Informe Final** en torno a la Resolución de la Cámara Número 574.

Respetuosamente sometido,

Luisa Gándara Menéndez  
Presidenta  
Comisión de Bienestar Social y  
para la Erradicación de la Pobreza

(H. B. 640)

**(No. 114)**

(Approved October 7, 2009)

## **AN ACT**

To empower municipal governments to develop or make childcare accessible to families residing in each municipality and to allow the contracting and establishment of consortia with other municipalities and government agencies, as well as to contract private entities, to comply with the requirement of providing childcare services to residents and persons who work in those municipalities, as well as for other purposes.

### **STATEMENT OF MOTIVES**

The social and economic evolution of Puerto Rico has brought about significant changes in family and childrearing dynamics. In the past, mothers were expected to stay at home tending to their children, or to be able to rely on the support of extended family, such as grandparents, aunts, and uncles, as well as of a close-knit circle of friends, neighbors, and godparents. The present reality, however, when a family remains intact, every able member must work outside the home to contribute to the family's sustenance, and the same applies to everyone within their social milieu. The support of social networks has also decreased due to greater social mobility. The situation complicates even further when a single person has to assume full support of the family. As a matter of fact, households headed by single women have always been present in our communities, and recent statistics show that more than half of Puerto Rican households are headed mainly or exclusively by women. This disruption in the socio-familial structure has created serious problems regarding the care of small children, especially those of preschool age, from zero to five years old.

The policy of the Government of Puerto Rico has always been to make the necessary opportunities and mechanisms available to our children so that they may fully develop their physical potential, as well as their intellect. Child care in early childhood is essential for their development as upstanding citizens who are willing to responsibly assume and fulfill their duties and obligations to Puerto Rican society.

Act No. 84 of March 1<sup>st</sup>, 1999, as amended, known as the “Act for the Creation of Child Day Care Centers at the Departments, Agencies, and Public Corporations and Instrumentalities of the Government of Puerto Rico,” was approved taking all of these factors into consideration. Said Act creates preschool day care centers for the use and benefit of employees in the Executive branch. However, said Act provides that only the employees of the government agency on which premises the child care center is located can benefit from these services.

Municipalities in Puerto Rico are included in the definition of public instrumentality. However, municipalities have a great responsibility with their residents and are the first point of government contact that those residents have. We believe that day care centers operate so as to enable women to effectively insert themselves into the workforce. Nonetheless, we recognize that these programs are only available for government employees, to the exclusion of all other citizens.

This measure authorizes municipalities to procure the private funds necessary to cover the costs of providing their residents with a child care center. It also empowers municipalities of Puerto Rico to contract and establish consortia with other municipalities and government agencies, as well as to contract private entities that provide similar services, in order to offer child care to their residents. Another purpose is to enable municipalities with resources to create a municipal

child care center to benefit all the families who reside therein. Such child care centers shall be administered by the municipalities that are able to obtain the funds necessary to carry out the project.

Under this guiding principle, the present Legislative Assembly deems it prudent to create Child Day Care Centers in the municipalities of Puerto Rico in order to benefit not only municipal employees, but all residents as well.

***BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF PUERTO RICO:***

Section 1. – Municipalities in Puerto Rico, in the exercise of their administrative powers and their duty to provide services, are hereby authorized to offer, to the extent permitted by their available resources, access to day care services to preschool-aged children who reside in the municipality, or to children who do not reside in the municipality, but whose parents work in or attend educational or vocational training programs within the territorial limits of the municipality. Such services may be offered either by creating municipal facilities within the territorial limits of the municipality which are duly fitted to operate as Child Day Care Centers or by contracting or facilitating access to day care centers to the abovementioned families.

Section 2. – For the purposes of this Act, Child Day Care Centers shall be understood to mean any facility that is duly fitted and accredited by the pertinent authorities to provide daytime care for preschool children.

Section 3. – Whenever a municipality creates and sponsors a Child Day Care Center under the provisions of this Act, all residents shall have the right to use it, and so shall non-residents who work or participate in accredited educational or training programs within the territorial limits of the municipality who need to leave their preschool-aged dependents in day care in order to fulfill their work-related or

educational responsibilities. It is also provided that, as enrollment capacity allows, children who do not meet all the requirements mentioned above may also be accepted.

Section 4. – Within its jurisdictional duties, the municipality is hereby empowered to adopt, through an ordinance, those rules and regulations it deems pertinent and necessary for the adequate planning, direction, and supervision of the centers created under the provisions of this Act, insofar as such rules and regulations are compatible with those already adopted for similar purposes by the Department of the Family or the Department of Education, as the case may be.

Section 5. – For the purposes of the creation and operation of these centers, the municipality is hereby empowered, within its executive duties, to designate and use physical facilities under its ministerial control to establish the corresponding Child Day Care Center and to establish the most convenient hours of operation to accommodate the needs of the citizenry; also, to contract and use any facility that may be provided by community or private entities; all of the above, subject to the requirements of Act No. 81 of August 30, 1991, as amended, known as the “Autonomous Municipalities Act,” including the ratification of the Municipal Legislature, whenever so provided by law.

Section 6. – Those persons unable to access or to pay in order to obtain child day care services from other sources shall have priority in the use of the services provided under this Act. Users of the child day care service offered by the municipality shall contribute financially for its better operation to the extent permitted by their resources. The Municipal administration shall determine the amount to be paid for the use of these services and shall take appropriate measures to make any necessary concessions or adjustments in favor of citizens with financial needs.

Section 7. – The Mayor or designated official is hereby authorized to carry out all pertinent actions with the Administration for the Integral Care and Development of Childhood, the government entity which, under Reorganization Plan No. 12 of 1995, manages the funds that the Government of Puerto Rico receives under the “Child Care and Development Block Grant Act” (PL 101-508), in order to comply with this Act.

Section 8. – Whenever the Municipality directly operates or finances the operation of the centers providing this service, all working staff, whether employees or contractors, shall submit to controlled substances testing and have the obligation to furnish any criminal record involving domestic violence or child abuse to the Municipal Office of Personnel.

Section 9. – Within the administrative power of the municipalities, the Mayors of neighboring municipalities are hereby empowered to establish consortia in order to pool their resources and establish a Child Day Care Center in a strategic location that is reasonably accessible for residents of those neighboring municipalities. The participating Mayors may contribute whatever resources they have available to ensure the good operation of the day care program.

Section 10. – This Act shall take effect immediately after its approval.

## CERTIFICATION

I hereby certify to the Secretary of State that the following **Act No. 114 (H. B. 640)** of the **2<sup>nd</sup> Session of the 16<sup>th</sup> Legislature** of Puerto Rico:

**AN ACT** to empower municipal governments to develop or make childcare accessible to families residing in each municipality and to allow the contracting and establishment of consortia with other municipalities and government agencies, as well as to contract private entities, to comply with the requirement of providing childcare services to residents and persons who work in those municipalities, as well as for other purposes.

has been translated from Spanish to English and that the English version is correct.

In San Juan, Puerto Rico, on the 1<sup>st</sup> day of September, 2011.

María del Mar Ortiz Rivera, Esq.  
..... Director



Office of the Secretary

July 20, 2013

**Administrative Memorandum Number 6- 2014-2015**

**PUBLIC POLICY ON THE PLANNING OF THE LEARNING PROCESS AND CURRICULUM**

Lesson planning in the learning process, is an inherent activity of teachers role. It constitutes a transition space to articulate teacher's pedagogical methodologies and the particular conditions of teaching. Lesson planning anticipates the activities and resources to achieve the desired objectives. It is placed between reflexion and action, and might be used as the way to guarantee the fulfillment of the principles and systematization of the teaching- learning process. The lesson planning includes the process and practices that have the objective of integrating the pedagogical intentions of the curriculum into the particular situations of each school.

Lesson planning facilitates the development of programmatic contents and the organization of the learning process. It should respond to the identified needs of each sub group through differentiated teaching. The success of teaching depends on the effectiveness and coherence of the lesson planning. This process brings more connections through tasks rationalization, material preparation, content revision and situations anticipation. It avoids improvisation, reduces uncertainty and contradictory situations; unifies criteria of the teachers tasks, guarantees the use of teaching time, and allows to coordinate the participation of all involved resources.

The class lesson plan is an official working document and a required task of the teacher as part of his responsibilities. It is part of the evaluation of the teacher, must be accessible at all times and must be available when required by administrators. The lesson plan must include the objectives to be measured and that guide the elaboration of the assessment instruments. The lesson plans must be directed to the development of thinking from the basic to the complex levels according to Norman Webb Model (2005). In this model each level must be mastered before moving to the next one order to guarantee that students learn. The lesson plan also evidences, in a concrete and direct way, the interaction of the transversal themes, the content, the activities and the assessment.

Commonwealth of Puerto Rico  
Department of Education

April 8, 2014

Administrative Memorandum No. 30-2013-2014

Undersecretary of Academic Affairs, Undersecretary of Administration, Associate Secretary of Special Education, Auxiliary Secretaries, Executive Director of the Administrative Training Institute and Advice to Schools, Director of the Institute for Teacher Professional Development, Offices, Programs and Divisions Directors, Educational Regions Directors, Special Assistants in charge of School Districts, School Superintendents, Auxiliary Superintendents, School Supervisors, Teachers Facilitators, School Principals, Early Childhood Education Teachers, Parents and Guardians.

**PUBLIC POLICY ON THE STANDARDS, PROCEDURES AND GUIDELINES THAT WILL RULE THE OPERATION OF KINDERGARTEN**

The Puerto Rico Department of Education aspires to a formal education that begins from kindergarten and extends to an education model of sixteen (16) uninterrupted study years. Its goal is to develop citizens capable to face the current situation. This means that upon finishing their school years the student will have the necessary capabilities established in the Puerto Rico High School Graduate Profile (IPEDCo, 2012), which will help them exercise a responsible, democratic and satisfactory citizenship in their personal, working, academic and social context. It is urgent to transform our schools into spaces of concern around the life experiences we offer to each student. The creation and incorporation of this level in elementary school is part of the Childhood Education Program, whose purpose is to strengthen the areas of social, emotional, linguistic, cognitive and physical development of children from an early age.

Act No. 149-1999, known as Organic Act of the Department of Education, provides that the Educational System will be organized by elementary and secondary levels, Special, Occupational and Technical Education Programs, and Adult Education. Article 3.03 of the act provides that the study programs of the school will adjust to the needs and experiences of its students; will be pertinent to their social and cultural reality, foster the imagination, awaken the curiosity of the students and will encourage the ability to observe and reason.

For this purpose, a structured curriculum will be elaborated based on the observation, evaluation of the needs, interests, talents and level of development of the children (Bredenkamp, 1986). In addition, the appropriate practices established by the National Association for Education of Young Children (NAEYC) set quality criteria that assist

educators to select and plan effective and adequate educational experiences. To attend each child in the physical, social, emotional and cognitive level that is, to identify adequate goals to ensure these can be reached while offering challenges. In addition to acknowledge that the educational goals vary from individual to individual according to the level of development, experiences, knowledge, skills and context in which the learning experiences are offered (Copple & Bredekamp),

**PROCEDURE TO ADD REGULAR PREKINDERGARTEN AS A GRADE IN SCHOOL ORGANIZATIONS, AS PER MEMO FROM THE OFFICE OF THE ASSISTANT SECRETARY OF PLANNING AND EDUCATIONAL DEVELOPMENT**

1. The school director will identify and request in writing his/her interest in adding prekindergarten to the school with due justification. The deadline to apply will be in the month of January of the school year in progress, before presenting the proposal of school organization for the next school year.
2. The regional director will generate a visits calendar to the interested schools, will visit and evaluate the facilities with the instrument of Checklist for the prekindergarten classroom (Attachment #1).
3. The regional director and the schools superintendent, in coordination and consultation with the Office of the Assistant Secretary of Administration, Office of the Secretary of Academic Affairs, Office of the Assistant Secretary of Human Resources, and the Office of the Secretary for Planning and Educational Development will evaluate the requests presented by the schools. If the application is accepted, the grade will be incorporated in the proposal of school organization.
4. The Regional Director will send to the Central Level, attention to the Office of the Assistant Secretary for Planning and Educational Development, a report with the recommendations: favorable or unfavorable. This report will be sent on or before the last week of the month of March of the school year in progress. No requests will be accepted without the approval of the regional director.
5. If the application to add the grade is favorable, the report will include the origin of the students that will make up the grade.
6. The school principal will be responsible to give follow up to the process, after submitting the official petition to the educational region.

7. The Office of the Assistant Secretary for Planning and Educational Development will receive the report from the region and will begin the process of validation. The deadline for validating information will be the last week of May. No changes will be accepted after the culmination of the date of validation.
8. From the second week of the month of June, the Office of the Assistant Secretary for Planning and Educational Development and the Office of Information Systems, will begin to formalize the changes in the data base of the Department of Education, including the Student Information System (SIE, for its Spanish acronym).
9. The Childhood Education Program will be responsible to inform the culmination of the change to the school district.
10. The office of the Assistant Secretary for Planning and Educational Development will be responsible to inform the changes registered that will take place as a result of the final action around these petitions to all the concerning offices.

#### **GENERAL RULES OF ADMISSION TO REGULAR PREKINDERGARTEN**

1. Every student admitted to prekindergarten must be four (4) years of age in or before August 31 of the current year.
2. Children with special needs recommended to school groups and accepted by the Programming and Location Committee (COMPU for the acronym in Spanish) provided in the Individualized Educational Plan (PEI for the acronym in Spanish) may be admitted since the age of 3. COMPU will review PEI to determine the best location of the minor on a yearly basis according to the progress and needs of the minor (Part Be, IDEIA Act 2004). All the rules and procedures will be monitored and shall comply with the current Manual of Procedures for Special Education.
3. The rules of admission and placement for the children identified and considered as gifted shall be governed according to the current circular letter.

#### **PRE-REGISTRATION PROCESS AND SELECTION OF PARTICIPANTS CHILDREN OF REGULAR PRE-KINDERGARTEN**

1. The pre-registration process for regular pre-kindergarten will be held during the month of January and February respectively. Each school principal should receive

the authorization of the regional director to incorporate the grade to the school organization of the following school year.

2. Each group will have a **maximum enrollment of sixteen (16) and minimum of thirteen (13) students in simple organization. No dual enrollment will be authorized in this level. For admission purposes, priority will be given to the students that were not admitted to kindergarten due to age; understood, those who turn 5 years old from October to December of the current year.** If enrollment minimum has not been completed, we will proceed to fill the available spaces according to the list of applicants who turn four (4) years old between January 1 and August 31 of the current year in strict chronological sequence according to the date of birth. **The group should be fully formed by the beginning of the month of August.**
3. The parents or guardians of the children should submit the following documents:
  - Enrollment form.
  - Original birth certificate and original social security card (It will be returned when the registration becomes official)
  - Updated immunization certificate, original P-VAC (It will remain in school once selected)
  - Interview sheet to parent or guardian (Attachment #2)
4. During the month of May, the school principal will orient parents or guardians of the children admitted on the school rules, operation, schedule and the materials needed.
5. From the **first week of the beginning of the school year**, the school social worker shall meet with the the parents or guardians of the children enrolled to complete the **Ages & Stages Questionnaires (ASQ)**. After meeting with all the parents for this purpose the scocial worker must meet with the teacher to discuss the questionnaires before the group fully begins. In the schools where no social worker has been appointed, the school principal will designate a teacher or representative.
6. During the month of August, the homeroom teacher will orient the mothers, 5 parents or guardians of the children admitted on the class program and the schedule for the administration of the diagnostic tests.

7. The school principal will enroll the children in the Student Information System (SIE for the Spanish acronym) with the PK code before finishing the first school month.

### **SPECIAL EDUCATION SERVICES FOR CHILDREN IN PRE-KINDERGARTEN**

The Department of Education, in accordance with Act 51- 1996, known as Comprehensive Educational Services Act for persons with disabilities, and Act PL108-446 (IDEIA 2004) has the responsibility of offering Special Education Services, related services and support services to all children with disabilities, of pre-school age (3 to 5 years) whose eligibility was determined according to the current legislation. These must be provided individually, directly and in the least restrictive environment.

Special Education services will be offered to children participating in the Early Head Start Program, Head Start, private or government agencies care centers, or at home, as long as these meet the legal requirements. Among the services the Department of Education will provide to Special Education children are: speech and language therapy, occupational therapy, physical therapy, psychological services and evaluations according to the Individualized Educational Plan (PEI for the Spanish acronym).

### **PRE-ENROLLMENT PROCESS AND PARTICIPANT CHILDREN SELECTION OF SPECIAL EDUCATION PRE-KINDERGARTEN**

1. The enrollment process for students of the Special Education Program will be throughout the entire year.
2. The enrollment capacity of Special Education pre-kindergarten will be set considering the age, needs, the functioning and handicap of students. It is recommended a maximum of 10 children and a minimum of 6 children (3 years/6 students, 4 years/8 students, 5 years/10 students).
3. The school principal will request the following documents to the parent of guardian:
  - Enrollment form.
  - Original copy of birth certificate and social security card (These will be returned to the parent or guardian).
  - Original updated immunization certificate P-VAC3 (It will remain in school).

4. During the first week, the parents or guardians of the students admitted will receive orientation on the school rules, operation, schedule and necessary materials.
5. The school principal will enroll 3 and 4 year old children in the Student Information System (SIE) with the PK code. The 5 year old children and older who continue participating in this group due to their special needs will be enrolled with the SGE (Without Elementary Grade) code.
6. The school in which the location alternative does not satisfy the child's needs, as stipulated by the current PEI, the parent or guardian will refer to the special assistant in charge of the school district so that, along with the Special Education facilitator identify the school that meet the needs of the child in district in which he/she resides. In this process, it will be considered the nearest or most accessible school to the residence of the boy/girl.
7. Failure to identify a school that meets the needs of the student in his/her district of residence, the municipal teacher facilitator will refer the location application to the Special Education Service Center (CSEE for the Spanish acronym).

## **CONCEPTUAL FRAMEWORK OF THE PRE-KINDERGARTEN PROGRAM**

The Puerto Rico Department of Education acknowledges that education represents the major axis of human development. An early age education brings greater possibilities of achieving a more objective and full progress. Neuroscience highlights that during the first years of life of the human being is where the greatest development of the human brain. Those are years in which the human being acquires the abilities of thinking, learning and reasoning. It is scientifically proven that the greatest impact on health, learning and future behavior of a person lies in the first years of life (Rodríguez, 2002).

Researchers like Vygotsky, Piaget, Gardner, Erickson, Burner and Goodman support studies related with the growth and development of the student at an early age. The vision of the Early Education Program pretends to achieve excellence by promoting the comprehensive development of the student and attend his/her particularities, interests and talents. In compliance with this arrangement, it is imperative to offer a high quality teaching that generates appropriate practices to achieve an optimal level of progress.

According to Alcanza Project (2008), the Appropriate Practices developed by the National Association for the Education of Young Children (NAEYC) are quality criteras that assist educators to select and plan effective and adequate educational experiences, regardless of

the existing curricular focus. It establishes five aspects as guides that must rule teaching at pre-school levels:

- a. Create a community of learners so that everyone feels that they belong, work together and collaborate in a secure environment.
- b. Teach with the purpose of uplifting and encouraging development and learning.
- c. Plan an appropriate curriculum with clear and precise goals for learning.
- d. Evaluate the development and learning of students based on these results to guide and plan teaching towards areas of strengths and needs in the teaching-learning process.
- e. Encourage reciprocal relationships and integration with the families. These should be characterized by mutual respect, cooperation, shared responsibilities and the negotiation of differences to achieve a common goal.

### **CURRICULAR INTEGRATION IN PRE-KINDERGARTEN**

Curricular integration will be utilized as a teaching strategy. According to Martínez & Torrech, 2010, in addition, curriculum in pre-schoolers must be emergent and transformative. It is based on the post-modernist perspective of the child which proposes an open vision, through diverse learning processes conducive to the development of the optimal capabilities of every child, as well as the reflection, communication, and an open and inquisitive relationship that tends to build their knowledge.

The educational experience will be centered in the student from an integrated and interdisciplinary perspective through real connections with their environment and school. The curriculum will be consistent with the objectives. Active learning and the development of the social, emotional, physical, linguistic and cognitive areas will be promoted. Content will be aligned to the standards, profile of the XXI century student, proficiencies, abilities and needs of the child. It will include planned activities that correspond to the expectations of the level, daily routines, creation activities and didactical material.

It is based on the comprehensive development of children in all their aspects, when providing significant and pertinent experiences that respond to the particularities of each child and by extending the participation of the parents, relatives, teachers and the community (Martínez & Torrech, 2010).

**GENERAL CONSIDERATIONS TO WORK THE CURRICULAR INTEGRATION IN PRE-KINDERGARTEN:**

1. The organization of generative themes will revolve around the particular needs of each group. According to Martínez & Torrech, 2010, the child selects together with their parents and teachers the generative theme and the themes related to explore through the thematic unit they plan and develop in group. During the evolution of the thematic unit the children actively participate in games and appropriate activities for their optimal comprehensive development. The planning of activities relates and integrates what is relevant for children, the different aspects of comprehensive development and the areas of curriculum content. The teacher takes into consideration the socio cultural background, interests, the different abilities and needs of the children when planning and promoting the activities. These show different levels of complexity and allow the child to select among the materials available. When planning and developing the diverse activities and educational experiences, teachers consider the following premises of the natural and comprehensive development of pre-school children.
2. The teacher will expose the themes through graphic organizers linked to curricular integration. The graphic organizers are diagrams that gather visual information that help to organize the ideas for the construction of concepts (Rivas, A. and Oquendo, M. 2001). These centralize the attention in the significant aspects, integrate new knowledge, increase the development of concepts, promote discussion in an organized, convergent and focused manner, help in the planning of instruction and serve as an evaluation tool (Esteves, Cruz and Corujo, 2007, Attachments #4 and #5).
3. Discussion of the themes may vary in duration. According to Martínez & Torrech, 2010, these spontaneous activities or self-directed when playing interact by building their own knowledge based on their experiences, acknowledging that these will continue active in later experiences. The important thing is to show and meet with the expectations required for each cycle until culminating the four cycles. This does not mean that other expectations may be included and continue their development through the entire school year.
4. In order to level the curricular processes, the following themes are established which must be worked out during the academic year:

**A. I have fun and learn in my school:** .....

Subtopics:

It is important to go to school  
Stations of interest of my classroom  
Persons who work in my school  
Knowing the history of my school

**B. I have a family**

Subtopics:

Members of my family  
Different types of housing  
My rights, duties and responsibilities in my family  
Parts of the house

**C. We are unique**

Subtopics:

I have five senses  
Children's rights  
Similarities and differences of my classmates  
Diversity  
Others

**D. I live in Puerto Rico**

Subtopics:

National symbols  
Customs and traditions  
Typical food  
Festivities  
My municipality

**E. My pets**

Subtopics:

Classification of the pets: birds, mammals, reptiles and amphibians  
Feeding  
Care  
Characteristics  
Reproduction

**F. I have fun through arts**

Subtopics:

Visual arts  
Theater  
Music  
Body movement

**G. Conservation of Planet Earth**

Subtopics:

Natural resources (water, air, land)  
Live beings  
Recycling  
Endangered animals

5. The development of generative topics will depart from the interests and needs of the students. **Table KWL** will be utilized (what do I know about the topic, what do I want to know, how do I investigate it and what did I learn from the topic) as a tool of active participation to explore the knowledge and previous experiences of the students. This activity will be held at the beginning of each generative theme (Attachment #3).
6. Fine Arts and Physical Education teachers must be integrated as long as the school organization allows it.
7. The classroom environment must exhibit the works of the students consistently in support and recognition to the work performed. Open air activities offer a practical environment for the development of skills in the fine and coarse motor areas, in addition, these constitute a connection with the environment. Suggestions: home garden, water and sand, physical activities, outings, experimentations and demonstrations.
8. The areas will be called *Stations of interest in pre-kindergarten*. These will allow to organize the knowledge, competencies, grade expectations and values established in the curriculum in an integrated manner. Decroly (1973) proposes to organize the school environment, so that the child will find in it the adequate motivations to their natural curiosities without coercion, but with constraints according to each one. He suggests activities that adapt to each individuality and satisfy the basic childrens needs around what the school curriculum should organize. The **stations** to be worked out in pre-kindergarten are the following.
  - a. **Assembly station or large group**- Area where the daily routine and topic activity develops.

- b. **Reading and writing station-** For the development of literacy, we should consider the following aspects:
1. library with books alluding generative themes
  2. variety of activities and materials for the development of spontaneous writing (markers, papers, pencils)
  3. creation of books
  4. encouragement of the use of diverse literary genres, such as poetry, rhyme, drama, fable, tongue-twister and songs
  5. identification of sounds and letters incidentally
  6. daily oral reading in group
  7. projects
  8. frequent use vocabulary
  9. vocabulary of the topic in study
  10. selection of stories related with the generative topic
  11. Other
- c. **Mathematical research station** – Manipulatives to work mathematics, such as count, make sets, geometry, abacus, accounts.
- d. **Dramatic play station** – Customs, puppets, dramatic play, among others to recreate theatre.
- e. **Creative expression station** – Arts, painting, use of plasticine, recyclable material and other materials to encourage artistic expression.
- f. **Rhythmic station** – Listen to music, rhythmic band, songs, etc.
- g. **Technology station** – Have computers and educational programs, movies and others.
- h. **Manipulative and fun games station** – Variety of manipulative that explore in a sensory manner: puzzles, water and sands, counts, etc.
- i. **Scientific research station** – Develop experimentation, models, demonstrations, among others.
9. Every material will respond to a generative theme being worked and must be labeled. Subjects will be grouped and will be organized in sequence from simple to complex. This way, children will be able to explore materials individually or in small groups.

Must be considered those students with special needs and who require any special accomodation in their use, such as the braille system, enlarged letter, sign language.

10. The integration of the family is an essential part in the pre-school curriculum. Studies demonstrate the positive effect of their participation in the deelopment and school performance of their children. It is important to integrate them in volunteering activities in the classroom and in the preparation of periodical reports related with educational processes. It is imperative that the parents participate in meetings, orientations and workshops. The school will create a parents resource bank that will help in their integration process in the educational processes of their children.
11. The teacher will be the main facilitator of the educational processes that constitute in the classroom as per Cintrón, López and Corujo (2007). Preparations will be made to attend the particularities of development, as they arise, especially in the identification of special needs. This learning will be more effective when is in real, significant and pertinent contexts. Will participate in conversations, encourage and recognize the work of the students. Will use a wide variety of teaching strategies and design activities that help children in reasoning, problem solving, the healthy relations with their peers, the adequate use of language and the development of all their abilities.
12. It is suggested to hold various activities of interest such as: Pre-school Week, Field Day, Peace Day, Public Servant Day. **It is important the equality of our pre-schoolers in all school activities.**

## **SCHEDULE AND CLASS PROGRAM**

Important considerations for the development of daily activities in pre-kindergarten:

1. The pre-kindergarten schedule will be from 8:00 a.m. to 2:00 p.m.
2. The school principal will guarantee 60 minutes lunch to the homeroom teacher. This period will be covered by specialist teachers or resources.
3. The training period for the homeroom teacher will be from 2:00 p.m. to 3:00 p.m.
4. The development of the class program is indicated on Attachment #6.
  - a. **Receiving students:** The teacher will register the attendance of students. The parent or guardian will sign the arrival sheet of the student. The teacher will make an inspection of the student and if noticing any irregularity, will notify the social worker for the corresponding procedure.

- b. Starting activities:** Routine activities will be held: calendar, weather conditions, among others as part of the grade curriculum. This session will be used to formally initiate the works of the day, as well as to talk about the activities to be held and the particular situations of the group.
- c. Assembly of large group:** During this period, the teacher presents the topic to be developed and the planned activities will be held, according to the generative theme. The students will make up a large group in or outside the classroom to express and share their life experiences related with the study topic. It is the moment to encourage daily reading, according to the generating theme. Incidentally, will deepen in the study of the topic and will incorporate new vocabulary and concepts for the enrichment of the child and other activities.
- d. Snack:** Period in which the students will consume their snack. The snacks that the students bring will comply with the Welfare Policy established in the school.
- e. Activities in interest stations and small groups:** Children will work in the stations in a structured manner through the rotation model, so that everyone will have the opportunity to discover, research and create in the diverse stations. Once the week is finished, all the students must have concluded the rotation. In this period, the teacher will design activities aimed at promoting the areas of child development. The teacher will explain and model the task for the children to execute it. This period may be utilized for the use of research and scientific experiments.
- f. Preparation for lunch:** The teacher will talk to the students about the importance of consumption of healthy food, rules and table etiquette.
- g. Artistic expression activities:** During this period the teacher will develop diverse activities with students, will frame the thematic discussed in the classroom, integrating it to Fine Arts (visual arts, body movement, theatre or music).
- h. Recreational activities/schoolyard:** These will be held in open air. It is the period in which motor and social skills are developed. Recreational activities are tools with which the teacher extends the activities held during the day to other environments. This period may be offered by a specialist teacher in the regular classrooms.

- i. **Recapitulation of tasks:** During this period the group will meet to summarize the activities held during the morning. The teacher will direct the process through guided questions.
  - j. **Lunch:** Children will go to the school cafeteria accompanied by the teacher. Once the lunch is concluded, may have recreational activities in the schoolyard, among others. The group must be supervised by the homeroom teacher.
  - k. **The english period:** may be offered by a specialist in the subject, in the case where the resource exists. If the school does not have it, the regular classroom teacher must incorporate multidisciplinary activities where language is integrated.
  - l. **Break:** Period in which the children will take a nap. While the children rest the teacher will prepare materials, submits reports or other tasks related with the daily work.
5. The school director will guarantee the lunch period (60 minutes) to the homeroom teacher between the third and fifth hour with the existing resources in the school.

**Activities program for pre-kindergarten**

**Schedule**

**8:00 a.m. to 2:00 p.m.**

8:00 a.m. – 8:15 a.m.	Receiving of students
8:15 a.m. – 8:30 a.m.	Starting activities
8:30 a.m. – 9:00 a.m.	Station / Large group assembly
9:00 a.m. – 9:30 a.m.	Transition in stations of interest and ..... small group
9:30 a.m. – 10:30 a.m.	Activities in stations of interest and small

	Group
10:30 a.m. – 11:00 a.m.	Preparation for lunch
11:00 a.m. – 12:00 p.m.	Lunch and schoolyard activities (with ..... teacher supervision)
12:00 p.m. – 1:00 p.m.	(Lunch hour of the homeroom teacher)  Suggested time for Phys. Ed., English, Fine Arts, Health in half-an-hour periods each
	<b>Alternate per semester</b>
1:00 p.m. – 1:30 p.m.	Artistic expression activity
1:30 p.m. – 1:45 p.m.	Rhythm and movement activities
1:45 p.m. – 2:00 p.m.	Recapitulation and exit of students
2:00 p.m. – 3:00 p.m.	Training period for the homeroom  Teacher

## **EVALUATION AND DEVELOPMENT OF THE CHILD**

1. The evaluation of learning in pre-kindergarten is systematic and multifaceted. It involves planning, data gathering, analyze, interpret and make decisions that in short and long term influences in the learning of the student. This implies the decision making based on observation and in the strategies utilized.
2. Evaluation includes a variety of measuring techniques and strategies. Among the diverse techniques are: observation, reflective journal, anecdotal records, daily annotations, checklists, measuring scales, use of portfolio, etc.
3. The pre-kindergarten will evaluate the students from the beginning of the school semester. During the first week of class, will assist in groups of three in three. Daily will assist a different group and the total of the enrollment will meet after the diagnostic test have been administered to all. In these days, the teacher will interview and evaluate the students, register the observations and everything concerning the diagnostic. This process should not exceed the first week of class.
4. The students will be evaluated every ten (10) weeks. The Education for Children Program will set the Academic Progress Report, according the the corresponding

cycle. Each school will be responsible for submitting the Academic Progress Report to the parents or guardian, as established by the academic calendar.

## **PROMOTION AND TRANSITION OF STUDENTS**

1. Upon finishing the school year, the pre-kindergarten students will be promoted to kindergarten. This will only apply to students registered and meet the age requirement for admission to kindergarten evidenced through SIE. Students will not be retained since it is part of early education, considered as continuous development stage and sequential in learning. This experience is unique and will only occur during one school year.
2. The students registered in the Special Education Program will be promoted according to the decisions made in the PEI revision, at the Promotion and Location Committee (COMPU for the Spanish acronym). The students progress will be constantly acknowledged in the school environments.
3. At the conclusion of pre-kindergarten, must participate in achievement activities appropriate to their development level, in which they practice fraternisation, and enjoy different and original events. These will not include protocolary acts, nor costs from parents or relatives.
4. Our school system aspires to the students who initiate in different levels have a successful integration and adaptation process. Activities will be planned for the transition process that promote continuity, as well as the development of attitudes of self-confidence. To reach this goal, it is important that the transition activities be held during the months of March to May at the eventual promotion to kindergarten.

The rules established in this Circular Letter supersede any provision of memoranda or other documents that are in total or partial conflict with the established herein.

Cordially

Prof. Rafael Román Meléndez.....  
Secretary.

.....

## Budget Narrative File(s)

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\* Mandatory Budget Narrative Filename:

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

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[View Optional Budget Narrative](#)

**BUDGET PART II –NARRATIVE**

**1) Personnel**

The roles and responsibilities of each position are as follow:

Executive Director: Directs, organizes, coordinates and manages the technical and administrative work corresponding to the activities under his/her responsibility. Responsibilities include coordination of interagency efforts, program procurement among other tasks at that end.

Auxiliary Administrative Official: Manage calendar, phone and email communications for the Executive Director. Coordinate meetings, communicate with collaborators, SIFDE, gather statistics, prepare reports, administrative forms and general administrative tasks.

Social Workers: Provide support to eligible families, coordinate the Program’s community outreach and family engagement efforts, facilitate smooth transitions, among others.

<b>Position</b>	<b>% of Time</b>	<b>Monthly Salary</b>	<b>Annual Salary</b>
Executive Director III	100%	6,000	72,000
Auxiliary Administrative Official III	100%	2,193	26,316
Auxiliary Administrative Official III	100%	2,193	26,316
Auxiliary Administrative Official III	100%	2,193	26,316
Social Workers III	100%	2,929	35,148
Social Workers III	100%	2,929	35,148
Social Workers III	100%	2,929	35,148
Social Workers III	100%	2,929	35,148
Social Workers III	100%	2,929	35,148
Social Workers III	100%	2,929	35,148
<b>Total Personnel Expenditures</b>			<b>361,836</b>

**2) Fringe Benefits**

As part of the fringe benefits the following items are included:

(A) **Retirement:** the Executive Director and Auxiliary Administrative Official are non-educational personnel and the percentage of the retirement benefit cost is 13.275% of the

total salary; the Social Workers are educational personnel and the percentage of the retirement benefit cost is 12.50% of the total salary.

(B) **Bonus:** the amount of Christmas Bonus is \$600

(C) **Unemployment Insurance:** the percentage of unemployment insurance cost is 4.40% up to \$308 annually per personnel.

(D) **State Insurance Fund:** the percentage of state insurance fund cost is 1.7% of the total salary plus bonus.

(E) **Social Security:** the percentage of social security cost for non-educational personnel is 7.65%; the percentage of social security cost for educational personnel is 1.45%.

(F) **Medical Plan:** the medical plan cost for non-educational personnel is \$100 monthly, for educational personnel is \$120 monthly.

Position	Annual Salary	(A)	(B)	(C)	(D)	(E)	(F)	Total Fringe Benefits
Executive Director III	72,000	9,558	600	308	1,234	5,553	1,200	18,453
Auxiliary Administrative Official III	26,316	3,493	600	308	457	2,059	1,200	8,117
Auxiliary Administrative Official III	26,316	3,493	600	308	457	2,059	1,200	8,117
Auxiliary Administrative Official III	26,316	3,493	600	308	457	2,059	1,200	8,117
Social Workers III	35,148	4,393	600	308	607	518	1,440	7,866
Social Workers III	35,148	4,393	600	308	607	518	1,440	7,866
Social Workers III	35,148	4,393	600	308	607	518	1,440	7,866
Social Workers III	35,148	4,393	600	308	607	518	1,440	7,866
Social Workers III	35,148	4,393	600	308	607	518	1,440	7,866
Social Workers III	35,148	4,393	600	308	607	518	1,440	7,866
<b>Gran Total</b>								<b>90,000</b>

### 3) Travel

The travel expenditures include diet and mileage reimbursement for the Executive Director and Social Worker (Regulation Number 37 of Puerto Rico's Treasury Department). The maximum amount for reimbursement are \$8 for lunch and \$0.49 per mile. The estimated expenditures for each position are as follow:

<b>Position</b>	<b>Estimated Monthly Expenditures</b>	<b>Estimated Annual Expenditures</b>
Executive Director III	..... 800	..... 9,600
Social Workers III	..... 800	..... 9,600
Social Workers III	..... 400	..... 4,800
Social Workers III	..... 400	..... 4,800
Social Workers III	..... 400	..... 4,800
Social Workers III	..... 400	..... 4,800
Social Workers III	..... 400	..... 4,800
<b>Total Travel</b>		<b>..... 43,200</b>

#### 4) Equipment

The estimated equipment costs include desktops computers for the Auxiliary Administrative Officials, laptop computers for the Social Workers and Executive Director, computer software, Wi-Fi device for the Executive Director and the Social Workers, photocopy/scanner/printer machine, and a portable projector.

These cost will be incurred during the first year of the project. For the second, third and fourth years of the project the equipment related expenditures will be de Wi-Fi device services.

The estimated cost are as follow:

<b>Description</b>	<b>Estimated Cost</b>	<b>Amount</b>	<b>Total Estimated Cost</b>
Desktop Computers	..... 1,600	3	..... 4,800
Laptops Computers	..... 1,000	7	..... 7,000
Computers Software	..... 500	10	..... 5,000
Wifi Dvice	..... 600	7	..... 4,200
Photocopy/Scanner/Printer Machine	..... 10,800	1	..... 10,800
Protoble Projector	..... 1,000	3	..... 3,000
<b>Total</b>			<b>..... 34,800</b>

#### 5) Supplies

The estimated supply costs include office supplies that will be used by the personnel included in this proposal. The annual estimated cost is \$15,000.

**6) Contractual**

The contractual or professional services needed in this proposal will be acquired by following the procedures for procurement under 34 CFR Parts 74.40 74.48 and Part 80.36. The estimated expenditures include the following:

Description	Estimated Cost			
	Year 1	Year 2	Year 3	Year 4
Professional Development for 700 participants for two days at the beginning of the services year	207,000	207,000	207,000	-
Professional Development for 700 participants in the at the end of the first quarter	103,500	103,500	103,500	103,500
Professional Development for 700 participants in the at the end of the third quarter	103,500	103,500	103,500	103,500
Professional Development for 700 participants during summer for three days	310,500	310,500	310,500	310,500
Implement a Child Development Credential (CDA) for 274 participants	123,300	-	-	-
Monitoring and Evaluation System	103,406	37,108	37,108	100,008
Coaching to Teachers	596,750	596,750	596,750	596,750
External Evaluator	100,000	100,000	100,000	100,000
TQRIS - Pasitos	-	100,000	100,000	100,000
<b>Total</b>	<b>1,647,956</b>	<b>1,558,358</b>	<b>1,558,358</b>	<b>1,414,258</b>

**7) Training Stipends**

The training stipends, estimated costs are based on the actual amount that the Puerto Rico Education Department pays to eligible personnel that participates in eligible trainings. The amount is \$50.00 per day.

The estimated costs were calculated as follows:

Training	Stipends Amount	Days	Elegible Participants	Estimated Cost			
				Year 1	Year 2	Year 3	Year 4
Professional Development for 700 participants for two days at the beginning of the services year	50.00	2	651	65,100	65,100	65,100	-
Professional Development for 700 participants during summer for three days	50.00	3	651	97,650	97,650	97,650	97,650
<b>Total</b>				<b>162,750</b>	<b>162,750</b>	<b>162,750</b>	<b>97,650</b>

**8) Other**

There are no expenditures included in this section.

**9) Total Direct Cost**

Total Direct Costs for each year are as follow:

Year 1: \$2,360,542

Year 2: \$2,240,344

Year 3: \$2,240,344

Year 4: \$2,031,144

**10) Indirect cost**

The approved indirect cost rate for the Puerto Rico Department of Education is 3.3% on a Total Modified Direct Cost base.

**11) Funds to be distributed to Subgrantees**

The funds will be distributed to sub grantees to provide high quality preschool services like those of the Head Start Program. Head Start promotes the school readiness of young children from low-income families through agencies in their local community. The Head Start program is authorized by the Improving Head Start for School Readiness Act of 2007. Head Start

encourages the role of parents as their child's first and most important teachers. Programs build relationships with families that support positive parent-child relationships, family well-being, and connections to peers and community

Head Start and Early Head Start programs provide comprehensive services to support the mental, social, and emotional development of children from birth to age 5. In addition to education services, programs provide children and their families with health, nutrition, social, and other services. Head Start services are responsive to each child and family's ethnic, cultural, and linguistic heritage.

Head Start comprehensive services include:

- Education
- Screenings and follow-up for health, development, and behavior
- Health and safety
- Social and emotional health
- Nutrition
- Family goal-setting
- Social services
- Transition services
- Services for children with disabilities

Comprehensive services are delivered in a learning environment that is individualized to support children's growth in the five essential domains. A minimum of 10 percent of a program's total enrollment must be children with disabilities.

The estimated cost of these services were calculated as follow:

Year	Direct Services (Cost per Child)	Total Child	Total Direct Services Cost	Startup Cost (35% base on TDC)	Equip. Maintenance and Supplies (10% base on TDC)	Total
Year 1	8,500	496	4,216,000	1,475,600	421,600	<b>6,113,200</b>
Year 2	8,500	496	4,216,000	-	421,600	<b>4,637,600</b>
Year 3	8,500	496	4,216,000	-	421,600	<b>4,637,600</b>
Year 4	8,500	512	4,352,000	-	435,200	<b>4,787,200</b>

**12) Funds set aside for participating sub grantee’s technical assistance**

Puerto Rico Department of Education set aside the \$25,000 required by the Preschool Development Grant application.

**13) Total Funds Requested**

Total Funds Requested for each year is as follow:

Year 1: \$8,499,567

Year 2: \$6,903,769

Year 3: \$6,903,769

Year 4: \$6,844,169

**14) Other Funds Allocated to the State’s Plan**

The sources of the other funds allocated to the State’s Plan are state funds. Puerto Rico Department of Education (PRDE) will contribute with office facilities (rental and utilities expenditures) for an estimated cost of \$(b)(4) for the first year, and \$(b)(4) for the second, third and fourth years. Also PRDE will contribute with the annual classroom rental of approximately \$(b)(4) (monthly rental of \$[ ] per square foot, (b)(4) per classroom, [b] classrooms).

Also Puerto Rico Department of Family will contribute with \$ (b)(4) in in kind contribution through TQRIS-PASITOS services.

**15) Total Budget**

Total Budget for each year is as follow:

Year 1:	(b)(4)
Year 2:	
Year 3:	
Year 4:	

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Puerto Rico Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	361,836.00	361,836.00	361,836.00	361,336.00		1,447,344.00
2. Fringe Benefits	90,000.00	90,000.00	90,000.00	90,000.00		360,000.00
3. Travel	43,200.00	43,200.00	43,200.00	43,200.00		172,300.00
4. Equipment	34,800.00	4,200.00	4,200.00	4,200.00		47,400.00
5. Supplies	20,000.00	20,000.00	20,000.00	20,000.00		80,000.00
6. Contractual	1,647,956.00	1,558,358.00	1,558,358.00	1,414,258.00		6,178,930.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	6,139,200.00	4,662,600.00	4,662,600.00	4,512,200.00		20,275,600.00
9. Total Direct Costs (lines 1-8)	3,235,992.00	6,740,194.00	6,740,194.00	6,740,694.00		28,562,074.00
10. Indirect Costs*	825.00	825.00	825.00	825.00		3,300.00
11. Training Stipends	162,750.00	162,750.00	162,750.00	99,650.00		588,900.00
12. Total Costs (lines 9-11)	3,499,567.00	6,903,769.00	6,903,769.00	6,544,169.00		29,151,274.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) ... Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) ... If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) ... For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization Puerto Rico Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix: Ms.	First Name: Cecilia	Middle Name:	Last Name: Malave	Suffix:
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Address:

Street1:	Federico Costa
Street2:	
City:	San Juan
County:	
State:	PR: Puerto Rico
Zip Code:	PR: Puerto Rico
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
787 773 3524	

Email Address:  
malaves@de.pr.gov

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

- Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

- Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

- No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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