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Annual Progress Reports Results

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***Race to the Top-Early Learning Challenge***  
**U.S. Department of Health and Human Services**  
**U.S. Department of Education**

**Puerto Rico Council on Early Childhood**  
**Office of the Governor**  
**La Fortaleza**  
**San Juan, PR**

To whom it may concern:

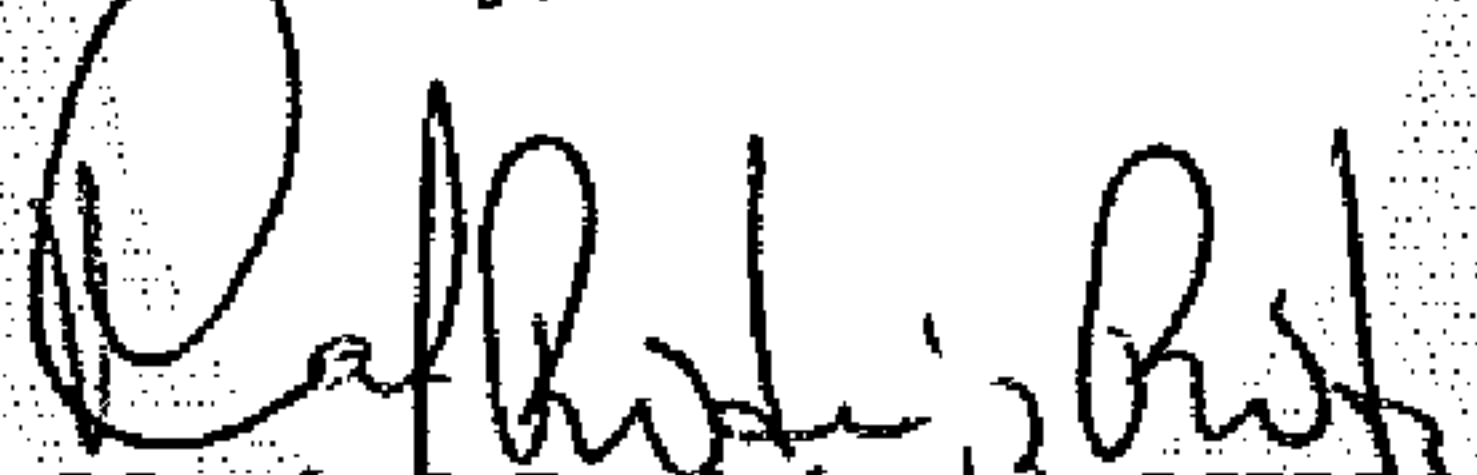
San Jorge Children's Hospital is a well-established company in Puerto Rico and is deeply committed to support any effort of the government to enhance the quality of life in the Island, specially the life of our children in early ages, since they are the most valuable asset any society has.

We recognize that the private sector must have an active and significant role in any initiative, plan or program that will allow us to achieve our goal. That is why we should focus primarily on early childhood. If we invest in them we guarantee that they will have the skills and knowledge necessary to be successful, not only in the academic aspects, but as productive, honest and committed adults.

San Jorge Children's Hospital is highly committed to support and be part of this comprehensive reform and uniformed approach to enhance the opportunities of our children, providing them with the best tools possible and high quality environments to promote school readiness.

We strongly support the Puerto Rico State Council on Early Childhood in this grant application for the *Race to the Top-Early Learning Challenge*, endeavor designed to strengthen the quality of early learning and development programs for our youngest children's development.

Sincerely,

  
**María J. Rodríguez, MHSA**  
**Associate Administrator**

PO BOX 6308 San Juan, PR 00914-6308  
San Jorge 250, Santurce PR 00912  
Tel 787 727-1000 Fax 787 268-3610  
[www.sanjorgechildrenhospital.com](http://www.sanjorgechildrenhospital.com)

**GOVERNMENT OF PUERTO RICO  
OFFICE OF THE GOVERNOR  
EARLY CHILDHOOD STATE ADVISORY COUNCIL**

This Memorandum of Understanding (“MOU”) is entered into by and between the PR Early Childhood State Advisory Council (“Lead Agency”) and the Puerto Rico Council on Education (Partner Entity or Organization in Early Learning and Development Reform) . The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

**I. ASSURANCES**

The Partner entity or organization hereby certifies and represents that it:

- 1) Agrees to be a Partner entity or organization and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

*(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)*

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the entities or organization specific goals, activities, timelines, budgets, and key personnel (if applicable) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

**II. PROJECT ADMINISTRATION**

**A. RACE TO THE TOP PARTNERS RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Partner organization or entity will:

- 1) Implement the Partner Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Partner Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan) if applicable;
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

#### **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Partner entity or organization in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Partner entities and organizations in carrying out the Partner entities or organization Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Partner entities or organization Budget, as identified in section VIII of the State's application ( if applicable) ;
- 3) Provide feedback on the Partner entity or organization status updates, any interim reports, and project plans and products;
- 4) Keep the Partner entity or organization informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Partner entity or organization, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies and Partner entities or organizations necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

#### **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Partner entity or organizations will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Partner entity or organization will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Partner entity or organization personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Partner entity or organization personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Partner entity or organization, or when the Participating State Agency's Scope of Work requires modifications.

#### **D. STATE RECOURSE IN THE EVENT OF PARTNER ENTITY OR ORGANIZATION FAILURE TO PERFORM**

If the Lead Agency determines that the Partner entity or organization is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Partner entity or organization, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

**III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

**IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

Marta I. Sobrino Bolen 10/18/2011  
Signature Date

Marta I. Sobrino Bolen - Executive Director  
Print Name Title

**Authorized Representative of Partner Entity or Organization Agency:**

Carmen Luz Bevvias Rivera 10-18-2011  
Signature Date

Carmen Luz Bevvias Rivera - Executive Director  
Print Name Title



**GOVERNMENT OF PUERTO RICO  
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**Authorized Representative of Lead Agency:**

Marta I. Sobrino - Bowen 10/18/2011  
Signature Date

Marta I. Sobrino - Bowen - Executive Director  
Print Name Title

**Authorized Representative of Partner Entity or Organization Agency:**

Samuel Gonzalez 10-18-11  
Signature Date

Samuel Gonzalez President of CEO  
Print Name Title

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OFFICE OF THE GOVERNOR  
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**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

Marta I. Sobrino - Bolen 10/18/2011  
Signature Date

MARTA I. Sobrino Bolen - Executive Director  
Print Name Title

**Authorized Representative of Partner Entity or Organization Agency:**

 10/18/2011  
Signature Date

JOSE G. OSEA GENERAL COORDINATOR  
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	<p>ACUDEN</p> <p>Department of Family/ Licensing Division</p> <p>Department of Health</p>	<p>Expansion of training efforts about Early Learning Standards to early learning programs.</p> <p>Responsible for establishing a Quality Improvement Unit within the Agency to provide orientation, training, technical assistance, mentoring and monitoring on QRIS System.</p> <p>Restructuring the licensing process and requirements in order to include as part of their process the quality improvement system. Responsible for training all Licensing Personnel on Early Learning Standards and guidelines of preventive care for children for children aged 0-5</p> <p>The Puerto Rico Maternal, Infant and Early Childhood Visiting Program, the PR-ECCS, the Title V Home Visiting Program— located with the Maternal, Child and Adolescent Health Division of the PRDOH—will provide information to their participants regarding the quality rating system and will encourage participants to enroll their children in high quality child care and early education centers.</p> <p>Department of Health programs will provide technical assistance and trainings to members of the Early Childhood Advisory Council, healthcare providers (including pediatricians) and families on guidelines for preventive care for children aged 0-5</p>

Selection Criterion	Participating Party	Type of Participation
	<p>Department of Education</p> <p>Governor's Office/State Advisory Council</p> <p>Governor's Office, Head Start Collaboration Office</p> <p>Department of Health ACUDEN</p> <p>Department of Family/ Licensing Division Head Start Collaboration Office</p> <p>Governor's Office/State Advisory Council</p>	<p>Responsible for the revision of the Early Learning Standards as needed.</p> <p>Responsible for the educational campaign and outreach to early learning programs.</p> <p>Responsible for making available information regarding training and technical assistance; coordination with all EHS and HS programs in Puerto Rico.</p> <p>Responsible for the development of a medical form that documents compliance with health guidelines established by the State.</p> <p>To incorporate the Character Count philosophy as part of our early learning comprehensive system.</p>
(B)(2)	<p>Governor's Office/ Advisory Council</p> <p>ACUDEN</p> <p>Department of Family/ Licensing Division Governor's Office/CIO Office</p>	<p>Responsible for the educational campaign to parents and providers about Pasitos and the increase of early learning programs in the QRIS system from the 25 high needs town identified. Responsible for the Scholarship Program as part of the QRIS system.</p> <p>Responsible for the expansion of the QRIS pilot study and the increase of other learning programs in the QRIS system. Responsible for the provision of incentives to early learning programs that will participate of the QRIS System. Responsible for incorporating the QRIS system as part of their consumer education to CCDF participants.</p> <p>Responsible for promoting the participation on QRIS among EHS and HS grantees in Puerto Rico. Responsible for the identification of the early learning programs locate in the 25 towns identified as high needs/priority.</p>



Selection Criterion	Participating Party	Type of Participation
	Head Start Collaboration Office State Advisory Council, The Office of the General Coordinator for Socioeconomic Financing and Self Management, Head Start Collaboration Office	Responsible for promoting the participation on QRIS among EHS and HS grantees in Puerto Rico. Responsible for the identification of the early learning programs locate in the 25 towns identified as high needs/priority.
<b>(B)(3)</b>	Governor's Office/State Advisory Council, ACUDEN, Department of Family  ACUDEN  Governor's Office/State Advisory Council  Department of Family, Department of Health, ACUDEN, Head Start Collaboration Office, Department of Education, The Office of the General Coordinator for Socioeconomic Financing and Self Management, United Way	Responsible for the elaboration of legislation to establish PASITOS as the State's Quality Improvement System, displays of quality rating information on centers and family education.  Responsible for the continuation of the QRIS Pilot Study and development of the QRIS Unit.  Responsible for the educational campaign on the quality rating system to parents and centers.  Responsible for the promotion of the Quality Rating System among the families served in their programs by using consumer education process, group orientations, brochures, web sites, etc.
<b>(B)(4)</b>	Governors Office/State Advisory Council, Department of Family, Department of Health, Head Start Collaboration Office, ACUDEN  ACUDEN	Representatives from all participating agencies will be part of a committee in collaboration with the University of Puerto Rico to analyze and approve the final version of the QRIS Pasitos.  Responsible for incorporating the QRIS electronic database developed in the pilot study as part of the QRIS Unit. Responsible for the incentive program for the QRIS participating programs to promote programs to obtain 5 Pasitos in the QRIS. Responsible for promoting among early learning programs the QRIS System.
<b>(B)(5)</b>	ACUDEN	Responsible for the contracting of the External Evaluator to assess the system functioning and

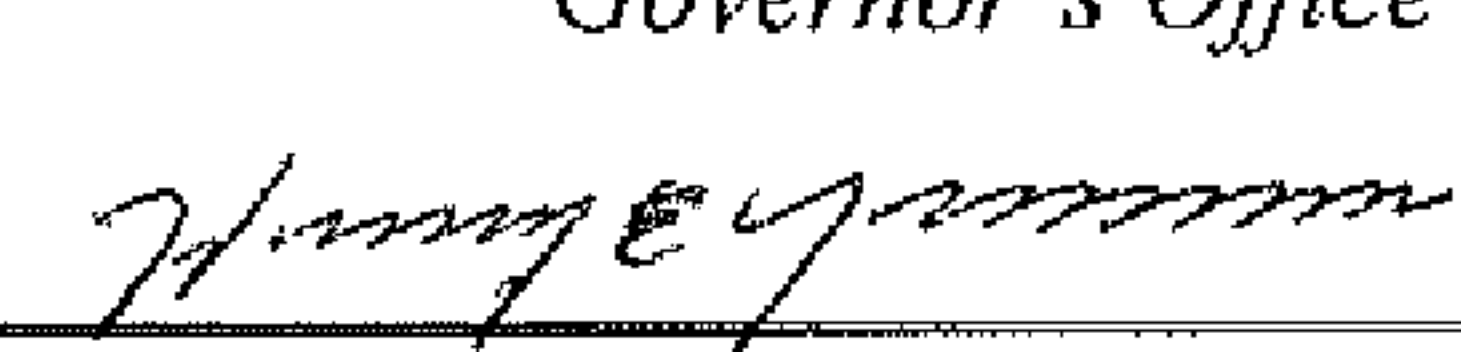
Selection Criterion	Participating Party	Type of Participation
		the progress of the 100 centers participating in the pilot study.
(C)(1)	<p>ACUDEN</p> <p>Department of Education Licensing Division Governor’s Office/State Advisory Council and Head Start Collaboration Office</p> <p>ACUDEN</p> <p>ACUDEN Department of Family/Licensing Division Department of Health</p> <p>Governor’s Office/State Advisory Council</p>	<p>Responsible for the training expansion efforts on Early Learning Standards.</p> <p>Responsible for collaboration in the coordination of Early Learning Standards in collaboration with ACUDEN.</p> <p>Responsible for including the Early Learning Standard in the training efforts and mentoring system of PAT: Developing Learning Environments.</p> <p>Responsible for Early Learning Standards training for Licensing Officials.</p> <p>Responsible for promoting legislation to require all early learning and development programs to apply and align early learning standards.</p>
(C)(2)	<p>Governor’s Office/State Advisory Council ACUDEN Department of Health HS Collaboration Office</p> <p>Governor Office/ State Advisory Council Department of Health Department of Education HS Collaboration Office ACUDEN</p> <p>All Participating Agencies Governor’s Office/ CIO Office</p>	<p>Responsible for promoting the use ASQ as the uniform screening tool for early childhood programs in Puerto Rico.</p> <p>Responsible for the development of policies and protocols for the uniform screening process, referral and reports.</p> <p>Responsible and committed to work in collaboration with the CIO Office on the Data for PR early learning data system.</p>

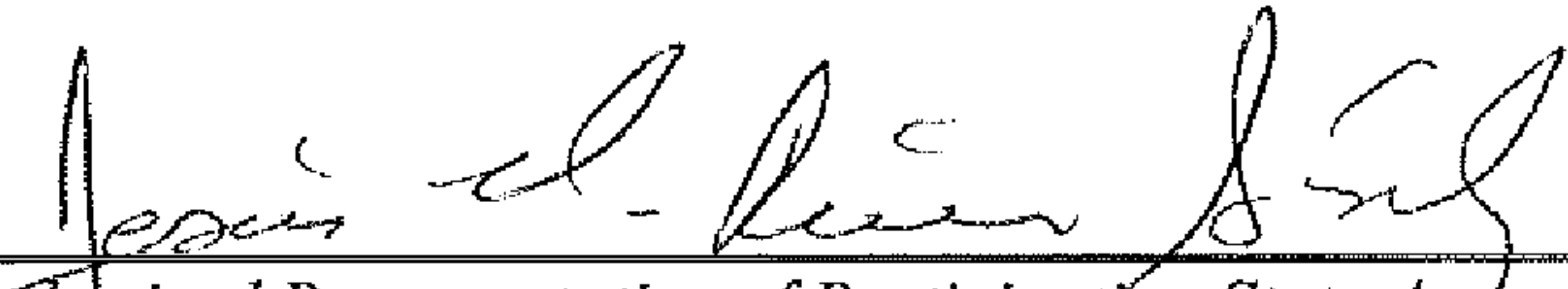
Selection Criterion	Participating Party	Type of Participation
	ACUDEN Department of Health  Governor's Office/State Advisory Council	Responsible for training and TA strategies on ASQ administration, interpretation and sharing results of the screening process.  Responsible for overseeing the State level articulation of this effort.
(C)(3)	Governor's Office, State Advisory Council ACUDEN Department of Health  ACUDEN  Office of the Governor/State Advisory Council  Department of Health  Department of Health ACUDEN Department of Family Department of Education Department of Sports and Recreation  Governor's Office/State Advisory Council  Department of Sports and	Responsible for disseminating standards for disseminating standards about health and behavior screening and aligning their policies and protocols.  Responsible for the conclusion of the QRIS Pilot Study and the evaluation and validation of the QRIS.  Responsible for establishing a committee in order to analyze the results of the evaluation and validation process and incorporating the necessary strategies.  Responsible for training and TA on preventive health guidelines, including assessment standards, referral procedures and best practices.  Department of Health will be responsible in collaboration with the stated agencies to revise existing standards about nutrition and physical activity.  Responsible for establishing means of dissemination about information regarding healthy eating habits, improving nutrition, and physical activities in collaboration with Participating Agencies. An information kit will developed in order to maintain an uniform message.  Responsible for the following initiatives:

Selection Criterion	Participating Party	Type of Participation
	<p>Recreation</p> <p>ACUDEN Department of Health</p> <p>Office of the Governor/ State Advisory Council</p> <p>Department of Health ACUDEN Head Start Collaboration Office Governor's Office/ State Advisory Council</p>	<p>Playing for your Health, The Early Childhood Recreational Center and the Institute for Development of Recreation and Physical Activity for the Early Childhood Workforce.</p> <p>Responsible for providing TA to the Sports and Recreation Department to guarantee that activities are appropriate for early childhood.</p> <p>Responsible for the establishment of the Born to Learn Parks in collaboration with United Way and the private sector.</p> <p>Responsible for the identification of means to collect data about the screening, follow up and treatment. Participation of the CIO Office meetings about the data system design.</p>
(C)(4)	<p>Department of Family</p> <p>ACUDEN</p> <p>Department of Family</p>	<p>Responsible for the creation of the Family Engagement Standards in collaboration with representatives of the Participating Agencies and early learning programs.</p> <p>Responsible for the expansion of existing CENTRANAs' in order to strengthen their services regarding family engagement. This will include the Family Profile in order to coordinate services for the families.</p> <p>Responsible for the expansion of CENTRANA establishing 4 new centers in high needs communities in coordination with OFSA.</p> <p>Responsible for the implementation of an early reader program as part of CENTRANA's services. This program will engage families and teachers.</p> <p>Responsible for the dissemination the family engagement standards and the alignment of the current family engagement strategies.</p> <p>Responsible for the training on family engagement standards to early learning programs in collaboration with Participating</p>

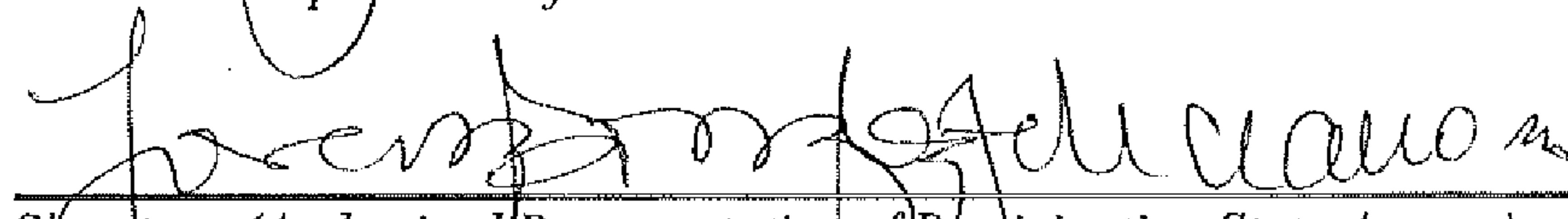
Selection Criterion	Participating Party	Type of Participation
		agencies.
(D)(1)	Governor's Office/ State Advisory Council  ACUDEN  Governor's Office/State Advisory Council ACUDEN  Governor's Office/CIO Office	Responsible for the continuation and expansion of the Scholarship Program for the Early Learning Workforce in order to increase the number of teachers with CDA credentials.  Responsible for the design and implementation of the Puerto Rico Early Childhood Institute.  Responsible for the development of the professional development system. Other participating agencies will collaborate in this effort, as well as early learning programs, universities, etc.  Responsible for the design and implementation of the data system.
(D)(2)	Governor's Office/State Advisory Council	Responsible for coordinating with the PR General Education Council access and unite our efforts in order that to the post-secondary education institutions will initiate the alignment process of academic content to the core knowledge developed by the State.
(E)(1)	Department of Education	Responsible of expanding the SIE data system in order to report the Kindergarten Entry Assessment and aligned to the Statewide Longitudinal Data System.
(E)(2)	Governor's Office/ CIO Office and State Advisory Council	Responsible for the design and implementation of the early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System.


10/18/2011  
 \_\_\_\_\_  
 Signature (Authorized Representative of Lead Agency) Date  
 Governor's Office



10/18/2011  
 \_\_\_\_\_  
 Signature (Authorized Representative of Participating State Agency) Date  
 Department of Sports & Recreation

  
 Signature (Authorized Representative of Participating State Agency) Date  
 Department of Education

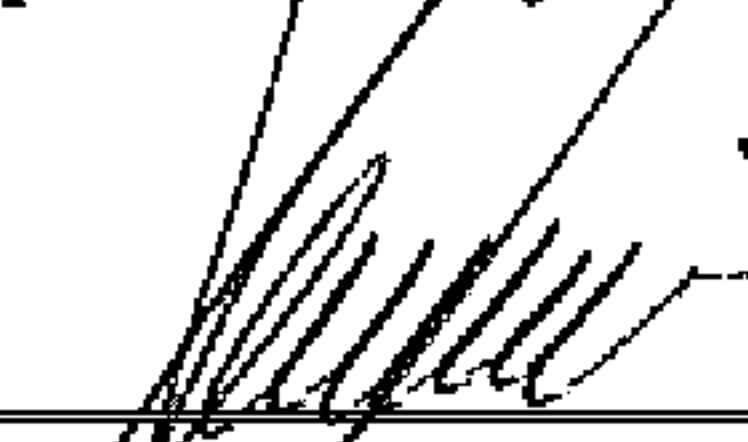
10/18/2011

  
 Signature (Authorized Representative of Participating State Agency) Date  
 Department of Health

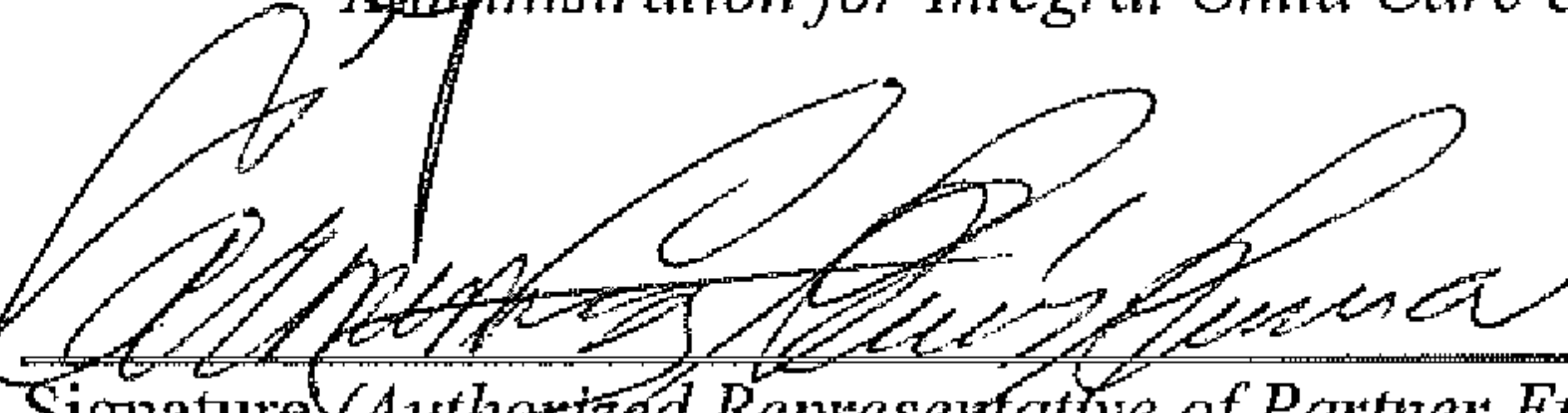
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 Signature (Authorized Representative of Participating State Agency) Date  
 Department of the Family

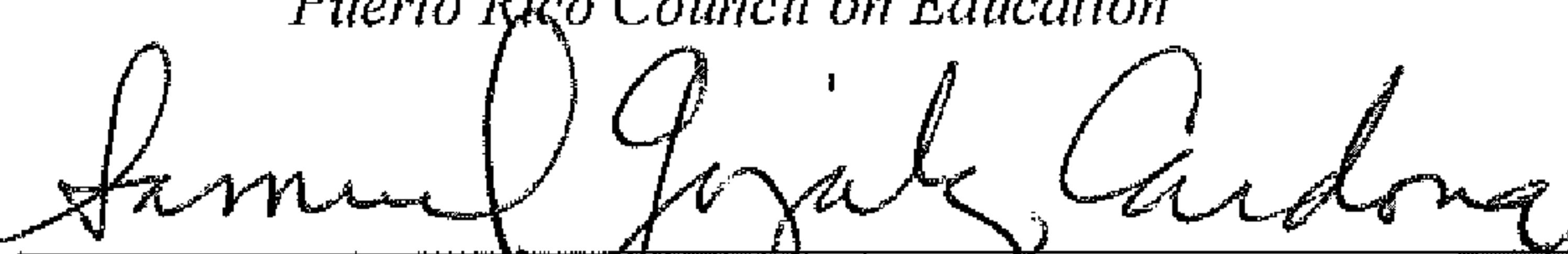
10/18/2011

  
 Signature (Authorized Representative of Participating State Agency) Date  
 Administration for Integral Child Care & Development


10/18/2011

  
 Signature (Authorized Representative of Partner Entity) Date  
 Puerto Rico Council on Education

10-18-2011

  
 Signature (Authorized Representative of Partner Entity) Date  
 United Way

10/18/2011

  
 Signature (Authorized Representative of Partner Entity) Date  
 The Office of the General Coordinator for Socioeconomic Financing and Self Management

10/18/2011



JENNIFFER A. GONZÁLEZ-COLÓN  
SPEAKER

October 7, 2011.

*Race to the Top-Early Learning Challenge*  
U.S. Department of Health and Human Services  
U.S. Department of Education

Puerto Rico Council on Early Childhood  
Office of the Governor  
La Fortaleza  
San Juan, PR

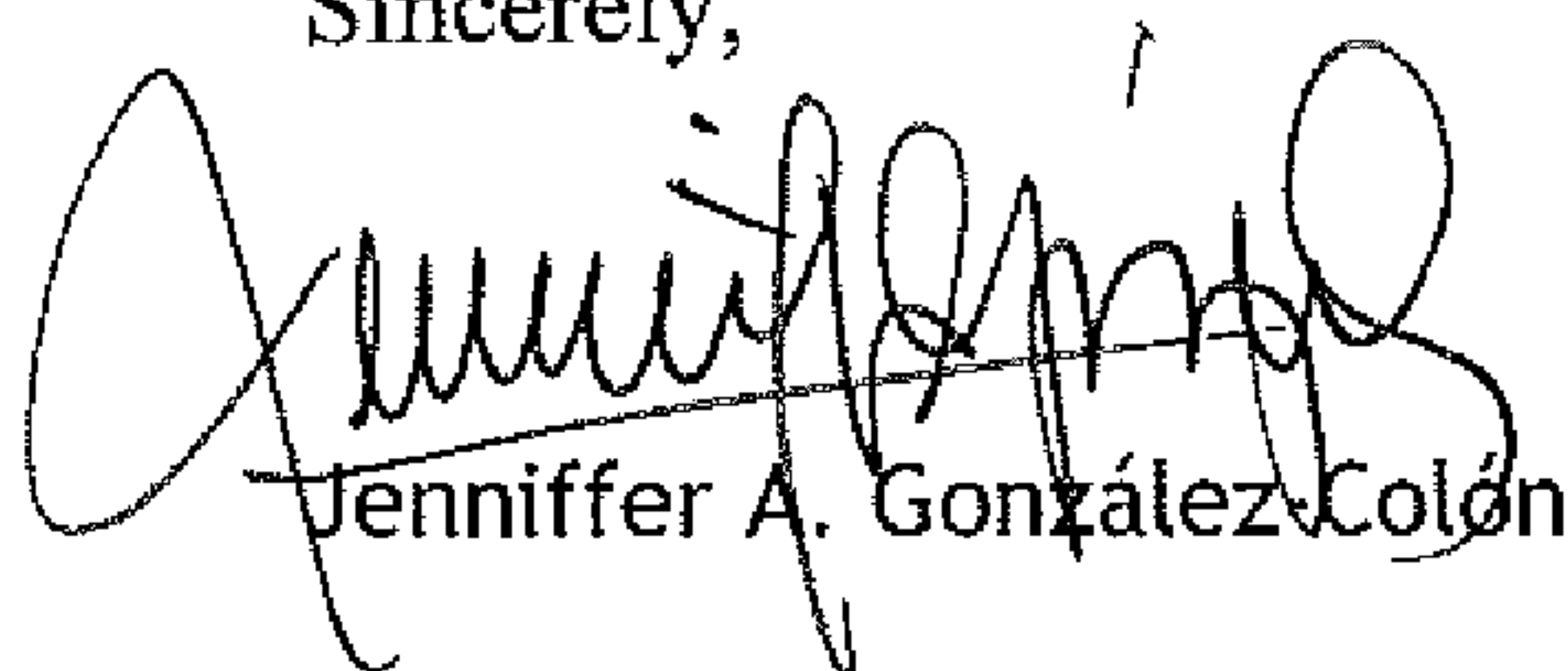
To whom it may concern:

As an elected official and President of the House of Representatives of Puerto Rico, I am highly committed to support a comprehensive reform and a uniform approach to enhance the opportunities of our children, providing them with the best tools possible and high quality environments to promote school readiness.

I am significantly aware of how important is the responsibility that we, as elected officials, have to enhance the quality of life of our communities and that in order to achieve this goal we should focus primarily on early childhood. If we invest in them we guarantee that they will have the skills and knowledge necessary to be successful, not only in the academic aspects, but as productive, honest and committed adults. We have a responsibility to identify and promote legislative pieces that will support this endeavor.

I strongly support the Puerto Rico State Council on Early Childhood in this grant application for the *Race to the Top-Early Learning Challenge*, that will definitely strengthen the quality of early learning and development programs for our youngest children.

Sincerely,

  
Jennifer A. González Colón



*Senate*  
OF PUERTO RICO

Hon. Thomas Rivera Schatz  
PRESIDENT

October 17, 2011

Race to the Top-Early Learning Challenge  
U.S. Department of Health and Human Services  
U.S. Department of Education

Puerto Rico Council on Early Childhood  
Office of the Governor  
La Fortaleza  
San Juan, Puerto Rico

To whom it may concern:

As an elected official and President of the Senate of Puerto Rico, I recognize our responsibility to assure that our children, ages zero to five, have access to high quality, early learning and development programs and services. For this reason I support all the efforts that the State undertakes to achieve a significant reform that will integrate and align all our resources and guarantee school readiness especially those with high needs.

For many years there has been abundant research stating that young children that have the opportunity to access high quality early learning experiences, have a greater possibility to be ready for school and be successful. We, in the Senate of Puerto Rico, will legislate and support any initiative that guarantee that our children have a rich and positive outcome in life. An aligned and uniformed system will be key to achieve our goal.

I strongly support the Puerto Rico State Council on Early Childhood in this grant application for the *Race to the Top-Early Learning Challenge*. This grant gives our State the opportunity to strengthen the quality of early learning and development programs for our youngest children. To be part of this effort is a great honor, please give our children a brighter future.

Sincerely,

A handwritten signature in black ink, appearing to read "TRS", written over a horizontal line.

Thomas Rivera Schatz

THE CAPITOL  
PO Box 9023431  
San Juan, Puerto Rico  
00902-3431

(787) 724-0296  
(787) 725-2424  
fax (787) 725-6511





Government of Puerto Rico  
Office of Community and Faith-Based Initiatives

October 17, 2011

*Race to the Top Early- Learning Challenge*  
US Department of Health  
US Department of Education

Puerto Rico Council on Early Childhood  
Office of the Governor  
La Fortaleza  
San Juan, PR


To whom it may concern:

The Governor Office of Community and Faith-Based Initiatives is deeply committed to support any effort of the Puerto Rico Council on Early Childhood and its members, guided to enhance the quality of life of our citizens, specially the life of our children in early ages, since they are the most valuable asset of our society.

My office recognized, that the community and faith based organizations must have an active and significant role in any initiative that implicates the development of socially and emotionally healthy children. We are very committed to support and be part of this reform by putting our office resources to the service of this initiative.

We strongly support the Puerto Rico Council on Early Childhood in this application for the *Race to the Top- Early Learning Challenge*, designed to strengthen the quality of early learning and development programs for our children's development.

Respectfully,

  
Miguel Cintron  
Director

October 13, 2011

Race to the Top-Early Learning Challenge  
US Department of Education  
400 Maryland Avenue, SW, Rm. 3E108  
Washington, DC 20202

To whom it may concern:



The education of young children is a high priority for the University of Puerto Rico (UPR) since they represent the future of Puerto Rico and the world. Founded as a Teachers College in 1903, the UPR has prepared the teachers who have, for over a century, educated the children and youth of Puerto Rico. The University has solidly been engaged and continues to strengthen its sustained commitment to contribute to the service, development and learning of the young children of Puerto Rico through its significant research endeavors on teaching and learning. Moreover, the University is the only institution in Puerto Rico that has all of its teacher preparation programs accredited by the National Council for Accreditation of Teacher Education (NCATE) confirming its commitment to excellence. Additionally, the Central Administration's Preschool Center is well advanced in its process of seeking accreditation with the National Association for the Education of Young Children (NAEYC).

The UPR supports the plan developed by the Government of Puerto Rico and its Council for Early Childhood, "Race to the Top: Early Learning Challenges", which focuses on improving the quality of learning of young children. The Plan is based on the research of learning in early childhood and is geared toward providing the young children of Puerto Rico educational services through concerted efforts between the State and the community that will promote and develop the skills needed to be successful in school and life. The University confirms its full disposition to collaborate with the successful implementation of the Plan and in that way further accomplish the service mission of the University of Puerto Rico.

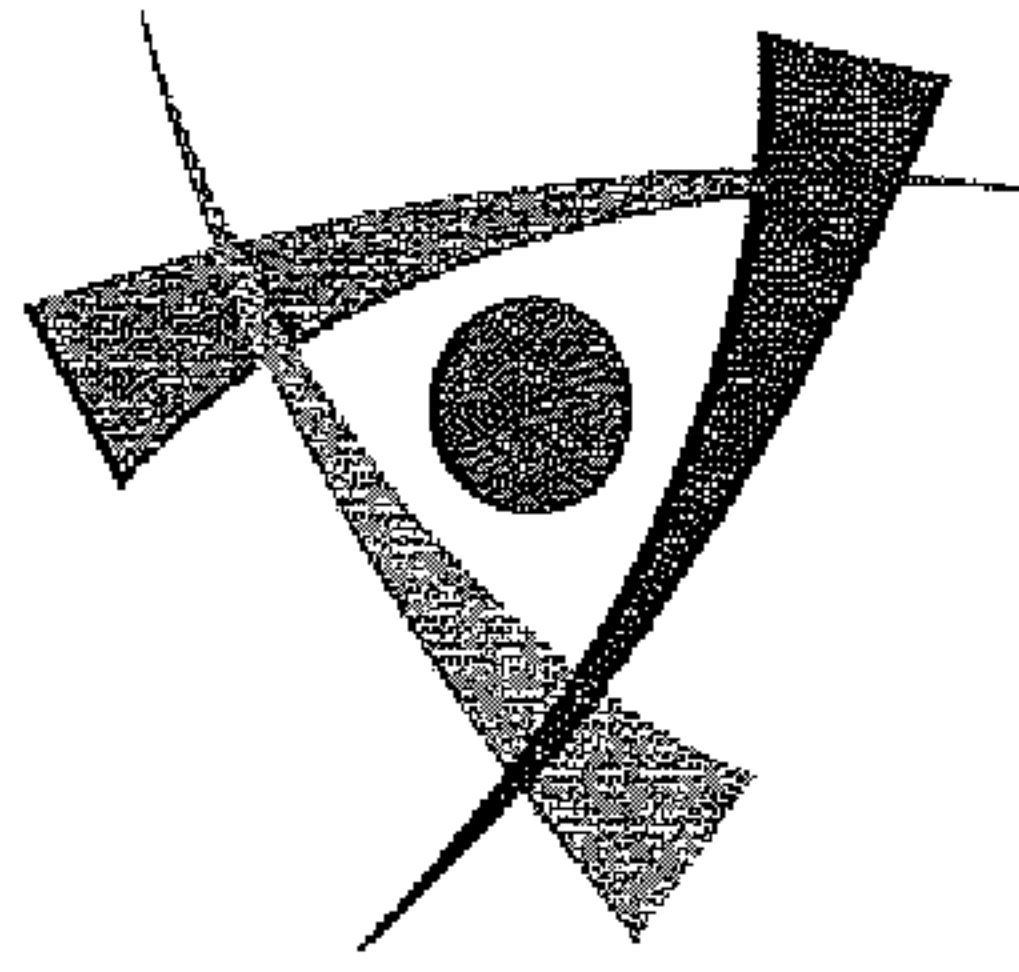
As an educator and a proud parent, I have personally witnessed the unlimited potential of children and youths, as well as the impact a parent and educator has on their lives. Thus, I reiterate my commitment and support to the Plan as a mean to encourage young children to become the future leaders of Puerto Rico.

Cordially yours,

A handwritten signature in black ink that reads 'Miguel A. Muñoz'.

Miguel A. Muñoz, Ph.D.

Central Administration  
Jardin Botánico Sur  
1187 Calle Flamboyán  
San Juan, Puerto Rico  
00926-1117  
(787) 250-0000  
Fax (787) 759-6917



**CORPORACIÓN DE PUERTO RICO  
PARA LA DIFUSIÓN PÚBLICA**

ESTADO LIBRE ASOCIADO DE PUERTO RICO

*Race to the Top-Early Learning Challenge*  
U.S. Department of Health and Human Services  
U.S. Department of Education

Puerto Rico Council on Early Childhood  
Office of the Governor  
La Fortaleza  
San Juan, PR

To whom it may concern:

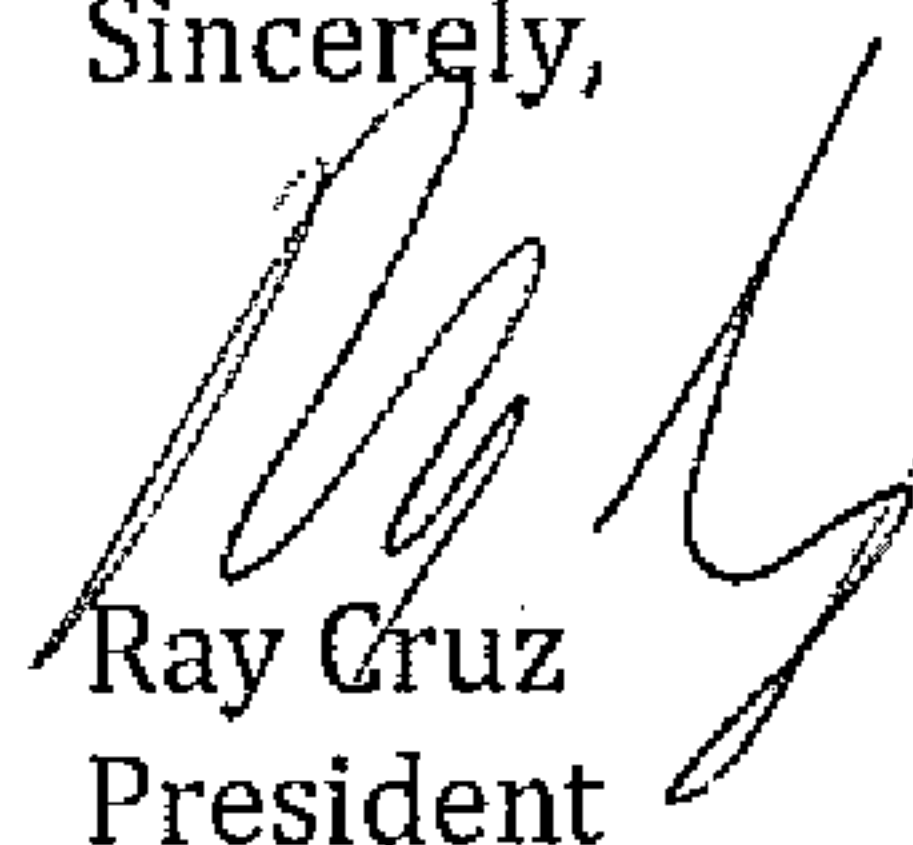
The Puerto Rico Public Broadcasting Corporation is a well-established company in Puerto Rico and is deeply committed to support any effort of the government to enhance the quality of life in the Island, specially the life of our children in early ages, since they are the most valuable asset any society has.

We recognize that the private sector must have an active and significant role in any initiative, plan or program that will allow us to achieve our goal. That is why we should focus primarily on early childhood. If we invest in them we guarantee that they will have the skills and knowledge necessary to be successful, not only in the academic aspects, but as productive, honest and committed adults.

The Puerto Rico Public Broadcasting Corporation is highly committed to support and be part of this comprehensive reform and uniformed approach to enhance the opportunities of our children, providing them with the best tools possible and high quality environments to promote school readiness.

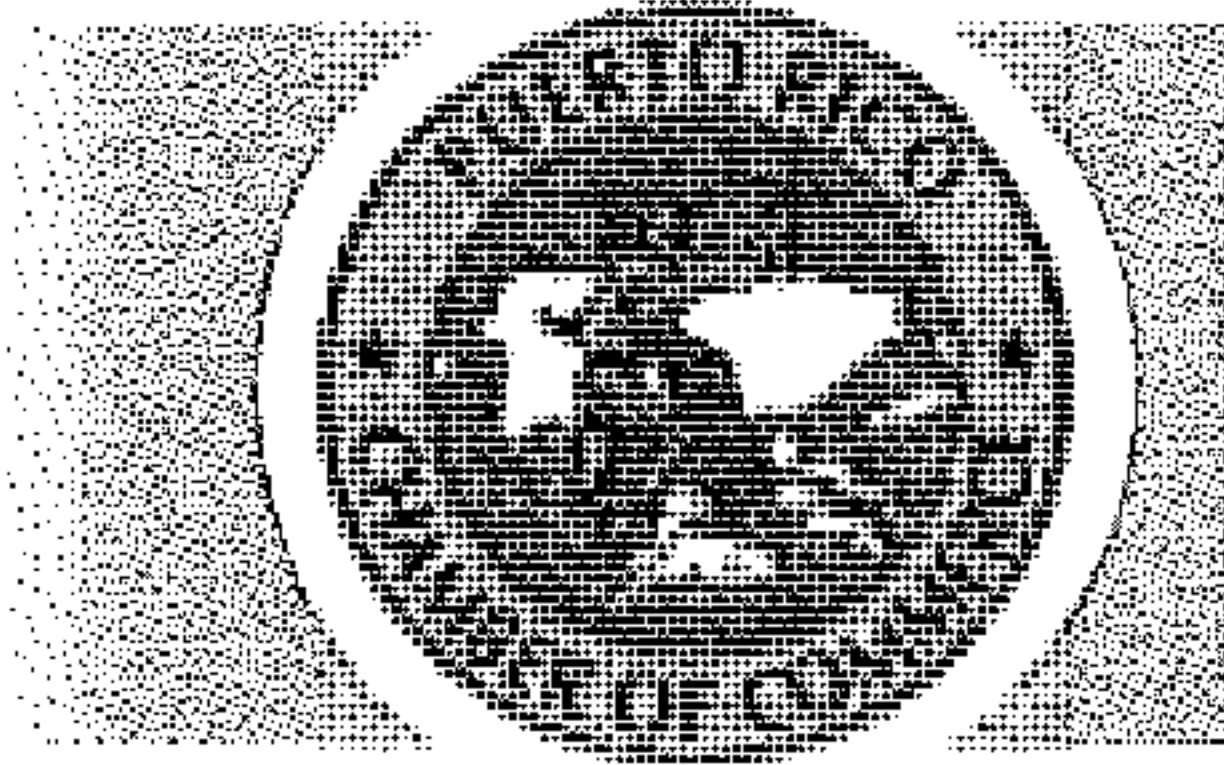
We strongly support the Puerto Rico State Council on Early Childhood in this grant application for the *Race to the Top-Early Learning Challenge*, endeavor designed to strengthen the quality of early learning and development programs for our youngest children's development.

Sincerely,



Ray Cruz  
President

# Voice and Action of the Private Enterprise



PO BOX 9024033 SAN JUAN PR 00902-4033  
100 TETUAN STREET OLD SAN JUAN PR 00901  
[www.camarapr.org](http://www.camarapr.org)  
787-721-6060 | Fax: 787-723-1891

October 12, 2011

*Race to the Top-Early Learning Challenge*  
U.S. Department of Health and Human Services  
U.S. Department of Education

Puerto Rico Council on Early Childhood  
Office of the Governor  
La Fortaleza  
San Juan, PR

To whom it may concern:

The Puerto Rico Chamber of Commerce is a well-established a non-profit organization in Puerto Rico and is deeply committed to support any effort of the government to enhance the quality of life in the Island, specially the life of our children in early ages, since they are the most valuable asset any society has.

We recognize that the private sector must have an active and significant role in any initiative, plan or program that will allow us to achieve our goal. That is why we should focus primarily on early childhood. If we invest in them we guarantee that they will have the skills and knowledge necessary to be successful, not only in the academic aspects, but as productive, honest and committed adults.

Our institution is highly committed to support and be part of this comprehensive reform and uniformed approach to enhance the opportunities of our children, providing them with the best tools possible and high quality environments to promote school readiness.

We strongly support the Puerto Rico State Council on Early Childhood in this grant application for the *Race to the Top-Early Learning Challenge*, endeavor designed to strengthen the quality of early learning and development programs for our youngest children's development.

Sincerely,

  
Edgardo Bigas Valladares  
Executive Vicepresident





MUSEO DE ARTE  
DE PUERTO RICO

October 9, 2011

To Whom It May Concern:

The Museo de Arte de Puerto Rico (MAPR) is celebrating its 11<sup>th</sup> anniversary. Since its foundation the MAPR has been well known for its Public Programming. One of the most recognized programs is the School and Family Program, concentrating on preschoolers, K-12 students/teachers and family audiences.

In 2005 the MAPR received the *Education Committee Excellence Award for Children and Families*, an award given by the American Association of Museum that has never been granted to a museum in Puerto Rico. The honor was acknowledged for the museum's interactive family gallery (*Galería activArte Fundación Ángel Ramos*) and for its digital education resource related to the exhibit *The Artist Within*. In the exhibit preschoolers, families and teachers alike find an enriching learning environment. They are introduced to works of art by Puerto Rican artists, art terminology, and art media through demonstration charts and interactive modules (computers, puzzles, and drawings). The interactive gallery offers yearlong weekend activities such as but not limited to storytelling, music concerts, and drama, and puppet shows.

The Museum's Saturday Pre-School Teacher Training Program (SPTTP) founded in 2006 is the only one of its kind on the Island. Preschool teachers from public and private schools as well as from day care centers are invited to attend (free of charge) an intensive 12-session/4 hrs. seminar on best practices in Early Childhood Education. Distinguished university professors from the University of Puerto Rico offer the seminar. Teachers are also introduced to the Museum's Collection, art media and are able to visit artists' studios. They are also granted free passes for their students so that they are able to enjoy a Museum experience at a very early stage of their lives. Teacher evaluations of the SPTTP have shown that they have acquired a better understanding of the integration of Early Learning and Development Standards regardless if they are formal Pre-K teachers or educators in care centers.

Family attendance has increased an average of 400% throughout the past 6 years. All of the above-mentioned programs together with the Museum's Public Programs designed for all members of the community have enabled the museum to become and be recognized as a *model* institution in Puerto Rico.

More than 58% of Puerto Rican children live in very low-income / high crime environments. We firmly believe that the proposed learning and development program will strive to raise the academic level of the children while at the same time develop high levels of self-esteem so important at an early stage.

The Museo de Arte de Puerto Rico highly recommends the Consejo de la Niñez. Funding from The Race to the Top-Early Challenge program, they will certainly be able them to higher the standards of early childhood education in Puerto Rico, and in doing so, they will be doing Puerto Rico a great service from which we will all may be able to benefit in the near future.

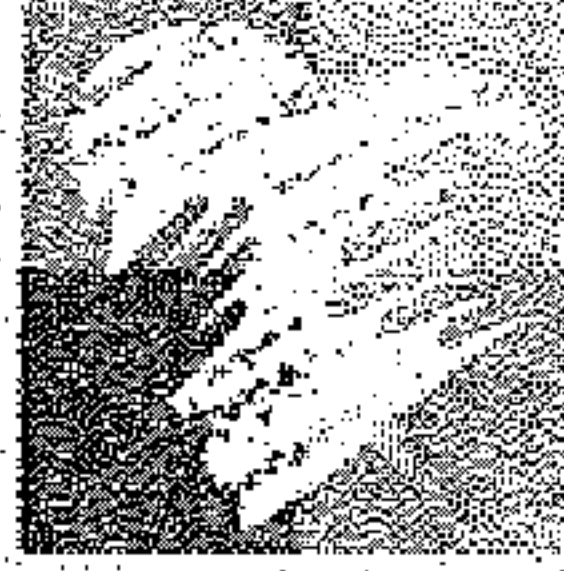
Sincerely,

Lourdes Ramos Rivas, PhD  
Executive director  
Museo de Arte de Puerto Rico

*in association with the Smithsonian Institution*

Museo de Arte de Puerto Rico . PO Box 41209 San Juan PR 00940-1209 . 299 Avenida de Diego Santurce PR 00910

T (787) 977-6277 F (787) 977-4446 www.mapr.org



*Centros Sor Isolina Ferré*

October 13, 2011

Marta T. Sobrino Belen  
Directora Ejecutiva  
Consejo de la Niñez  
La Fortaleza, San Juan, P.R. 00901


Dear Mrs. Sobrino:

The Sor Isolina Ferré Centers is an organization that serves 48,000 participants in Puerto Rico offering education, social, economical and psychological services through its six Centers.

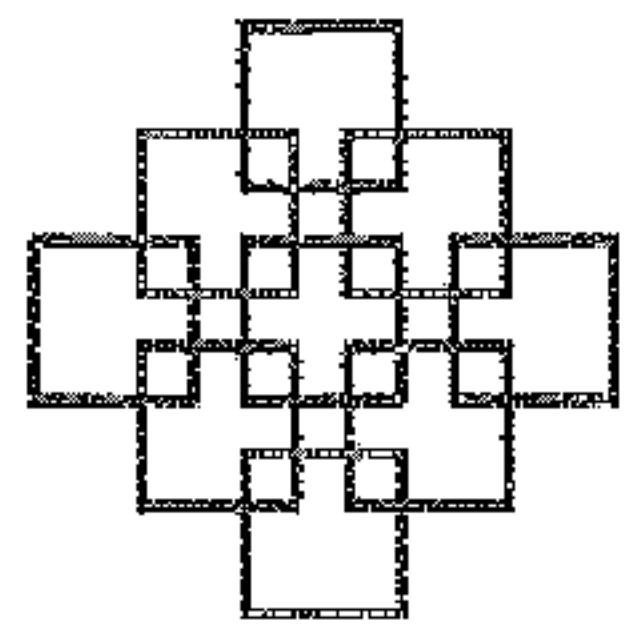
The Board of Directors in its October 13, 2011 meeting endorsed the Plan and Proposal "Race to the Top: Early Learning Challenge" that the government of Puerto Rico is presenting to the Federal Education Department as part of the State Reform Plan for offering learning and early development services to children in high need living in low income communities under the poverty levels.

The Sor Isolina Ferré Centers in Puerto Rico are willing to Cooperate with the Government of Puerto Rico in order make this, a successful project.

Sincerely,

  
Dr. José L. Díaz Cotto  
CEO - CSIF

dv



# FUNDACIÓN ÁNGEL RAMOS

PO Box 362408  
San Juan PR 00936-2408

(787) 763-3530 Teléfono  
(787) 250-4421 Facsímil  
rcortes@farpr.org

**Rafael Cortés Dapena**  
Presidente

October 13<sup>th</sup>, 2011

Race to the Top-Early Learning Challenge  
U.S. Department of Health and Human Services  
U.S. Department of Education

Puerto Rico Council on Early Childhood  
Office of the Governor  
La Fortaleza  
San Juan, PR

To whom it may concern:

Fundación Ángel Ramos (FAR), established in 1958, is deeply committed to support any effort of the Government of Puerto Rico to enhance the quality of life in the Island, specially the life of our children in early ages. We are convinced that children are the most valuable asset any society has.

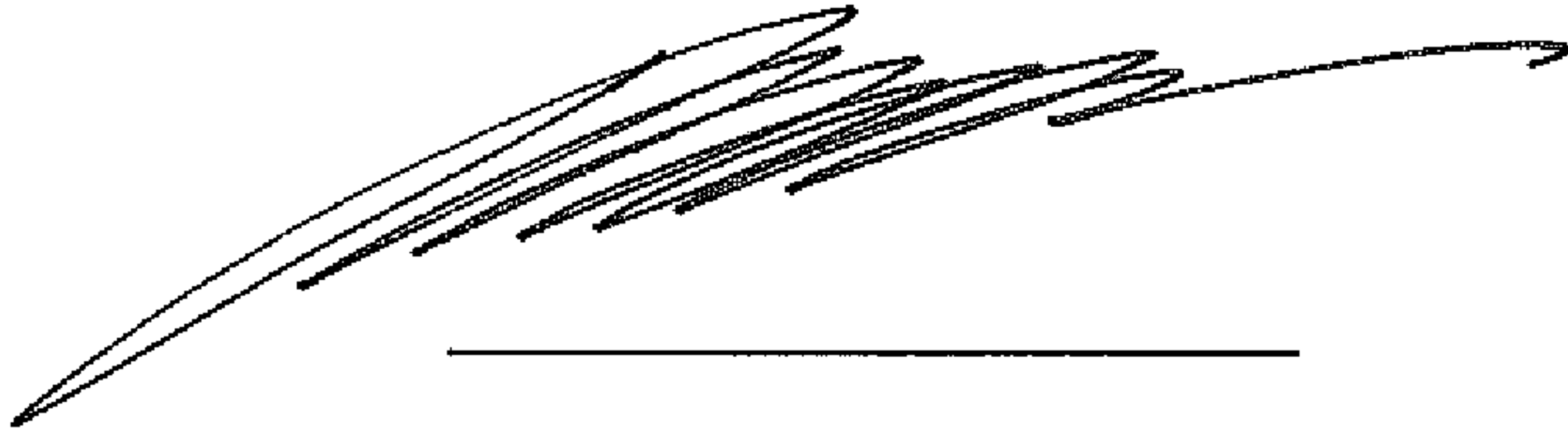
FAR has substantially contributed to many organizations whose principal objective is to improve the quality of life by supporting arts, culture, education and human services. However, FAR's main focus is early childhood and preschool education. In this area we would like to mention the following programs (implemented jointly with the institutions named below) which have been a great success and have made a difference in improving early childhood and preschool education:

- 1) Integration of the visual arts into the preschool curriculum (jointly with Puerto Rico Arts Museum);
- 2) Integration of music as an educational tool in the Head Start Program (PR Conservatory of Music);
- 3) Teacher training program on Appropriate Practices for the Education of Young Children -aimed at college graduates (University of Puerto Rico);
- 4) Scholarships for Montessori Teachers Certification Program (University of the Sacred Heart and Instituto Nueva Escuela) and
- 5) Educational and special training workshops for directors and personnel working in day care centers (United Way of Puerto Rico).

We strongly support the Puerto Rico State Council on Early Childhood in the grant application for the *Race to the Top-Early Learning Challenge*.

FAR is committed to support and be part of this comprehensive reform and for providing our children with the best educational tools possible.

Cordially,

A handwritten signature in black ink, consisting of several overlapping, sweeping strokes that form a cursive name. Below the signature is a solid horizontal line.





**Sistema Universitario Ana G. Méndez**  
Oficina del Presidente

Tel. 787 751-0178  
Ext. 7200  
Fax. 787 751-3360

UNIVERSIDAD DEL ESTE  
UNIVERSIDAD DEL TURABO  
UNIVERSIDAD METROPOLITANA  
SISTEMA TV / WMTJ-TV CANAL 40

PO Box 21345  
San Juan, PR 00928-1345

[www.suagm.edu](http://www.suagm.edu)

October 10, 2011

*Race to the Top-Early Learning Challenge*  
U.S. Department of Health and Human Services  
U.S. Department of Education

Puerto Rico Council on Early Childhood  
Office of the Governor  
La Fortaleza  
San Juan, PR

To whom it may concern:

Ana G. Mendez University System (AGMUS) is a well-established company in Puerto Rico and is deeply committed to support any effort of the government to enhance the quality of life in the Island, specially the life of our children in early ages, since they are the most valuable asset any society has.

We recognize that the private sector must have an active and significant role in any initiative, plan or program that will allow us to achieve our goal. That is why we should focus primarily on early childhood. If we invest in them we guarantee that they will have the skills and knowledge necessary to be successful, not only in the academic aspects, but as productive, honest and committed adults.

AGMUS is highly committed to support and be part of this comprehensive reform and uniformed approach to enhance the opportunities of our children, providing them with the best tools possible and high quality environments to promote school readiness.

We strongly support the Puerto Rico State Council on Early Childhood in this grant application for the *Race to the Top-Early Learning Challenge*, endeavor designed to strengthen the quality of early learning and development programs for our youngest children's development.

Sincerely,

José F. Méndez, Dr. h.c.  
President

ndm



October 3, 2011

Ms. Marta Sobrino-Bolen  
Directora Ejecutiva  
Consejo de la Niñez  
Gobierno de Puerto Rico  
La Fortaleza

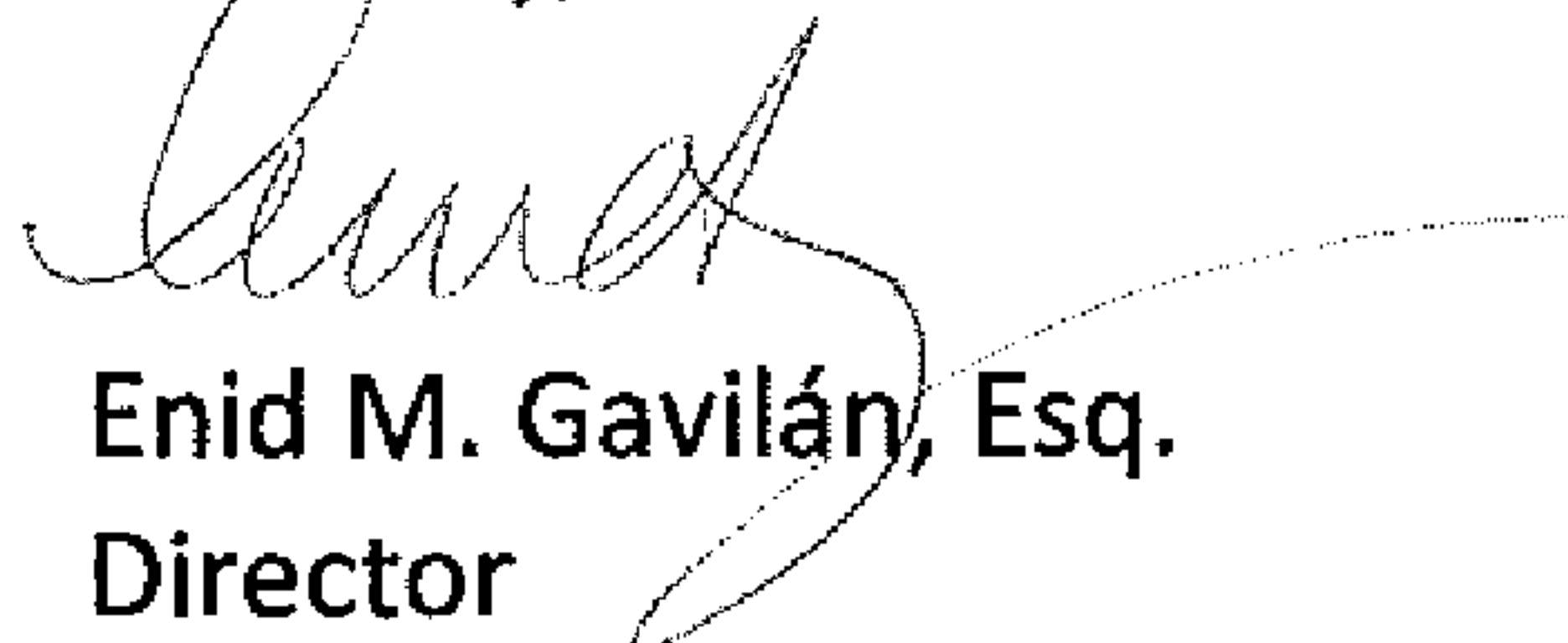
Dear Ms. Sobrino-Bolen:

I am pleased to offer our earnest support to the Government of Puerto Rico's Consejo de la Niñez for its effort regarding the completion of the state reform plan of the Race to the Top-Early Learning Challenge (RTT-ELC) program. Said program will improve the quality of early learning and development and close the achievement gap for children with high needs on the island.

La Casa Cuna de San Juan is a transitional housing program for abused children and also serves as a safe haven. We provide a wide array of services to our participants, 0 to 3 years old, disadvantaged children, who in the vast majority also present developmental difficulties.

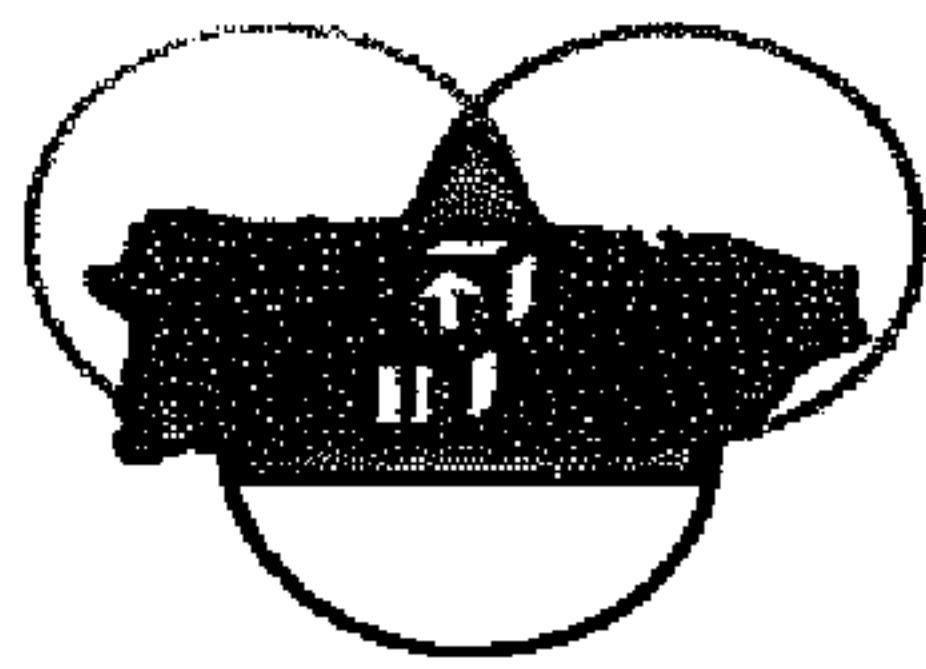
We are certain the RTT-ELC program will provide much needed services to children in Puerto Rico, promoting their success in school and beyond.

Sincerely,



Enid M. Gavilán, Esq.  
Director

P.O. Box 9024100  
San Juan, Puerto Rico 00902-4100  
(t) 787-480-5330 (f) 787-722-2905  
[lacasacunadesanjuan@sanjuancapital.com](mailto:lacasacunadesanjuan@sanjuancapital.com)  
[www.casacunadesanjuan.com](http://www.casacunadesanjuan.com)



## ***Asociación Directores Head Start Puerto Rico, Inc.***

October 10, 2011

Mrs. Marta Sobrino Bolen  
Executive Director  
Early Childhood Council  
Executive Mansion  
San Juan, Puerto Rico

Dear Mrs. Sobrino:

The Head Start Directors Association of Puerto Rico recognizes all efforts that you realized and the dedication possessed by the members of the Puerto Rico Early Childhood Council.

It is our compromise to support all people or institutions who work towards the development of initiatives that will contribute in the growth and development of our children in Puerto Rico.

Sincerely,

  
Ms. Wanda B. Jaime Rivera  
President

---

**Forjando el Futuro**

---



Agencia Participante



Fondos Unidos de PR

October 12, 2011

Marta T. Sobrino-Bolen  
Executive Director  
Council on Children (Consejo de la Niñez)  
Government of Puerto Rico

Dear Ms. Sobrino-Bolen:


The Casa de Manuel Fernandez Juncos is a nonprofit corporation that provides rehabilitation services and treatment for problems associated with abuse, abandonment and neglect of children, adolescents and youth of our country, during our 104 years of existence.

Our mission is to provide an educational preventive alternative, which attend to children, adolescents and youth between 8 and 18 years, mostly victims of abuse, neglect, negligence, referred by the competent authorities. Providing a comprehensive education through processes rehabilitation and preventive treatments dynamic by an interdisciplinary team, this based on the principles "Amigonians" guaranteeing the rights, duties and the role of youth in the restructuring of its life project.

*We support the Council on Children in their efforts to obtain grant application for funds "Race to the Top: Early Learning Challenge. We understand that The Council on Children has requested fund to provide the quality of early learning and development and close the achievement gap for children with high needs.*

Please feel free to contact us should you need additional input on our commitment to the grant application.

Sincerely,



P. Vicente Gregori Costa  
Acting Executive Director

P.O. Box 9020163 San Juan, PR 00902-0163 Tel. (787)724-2904 - 724-7185 - fax 724-0980

[www.casamanuelfernandezjuncos.com](http://www.casamanuelfernandezjuncos.com)



*Politécnico Amigó, Inc.*

*Calle Refugio 960 Miramar, Santurce 00907 .  
P.O Box. 13204 San Juan, PR. 00908  
Tel: (787) 725-2059; Telefax. (787) 722-3436*

October 12, 2011

Marta T. Sobrino-Bolen  
Executive Director  
Council on Children (Consejo de la Niñez)  
Government of Puerto Rico

Dear Ms. Sobrino-Bolen:

The Politécnico Amigó is a non-profit organization that since 1999 offers a vocational educational program aimed at teenagers and young school dropouts and / or "high risk" of being dropouts between the ages of 16 to 21 years.

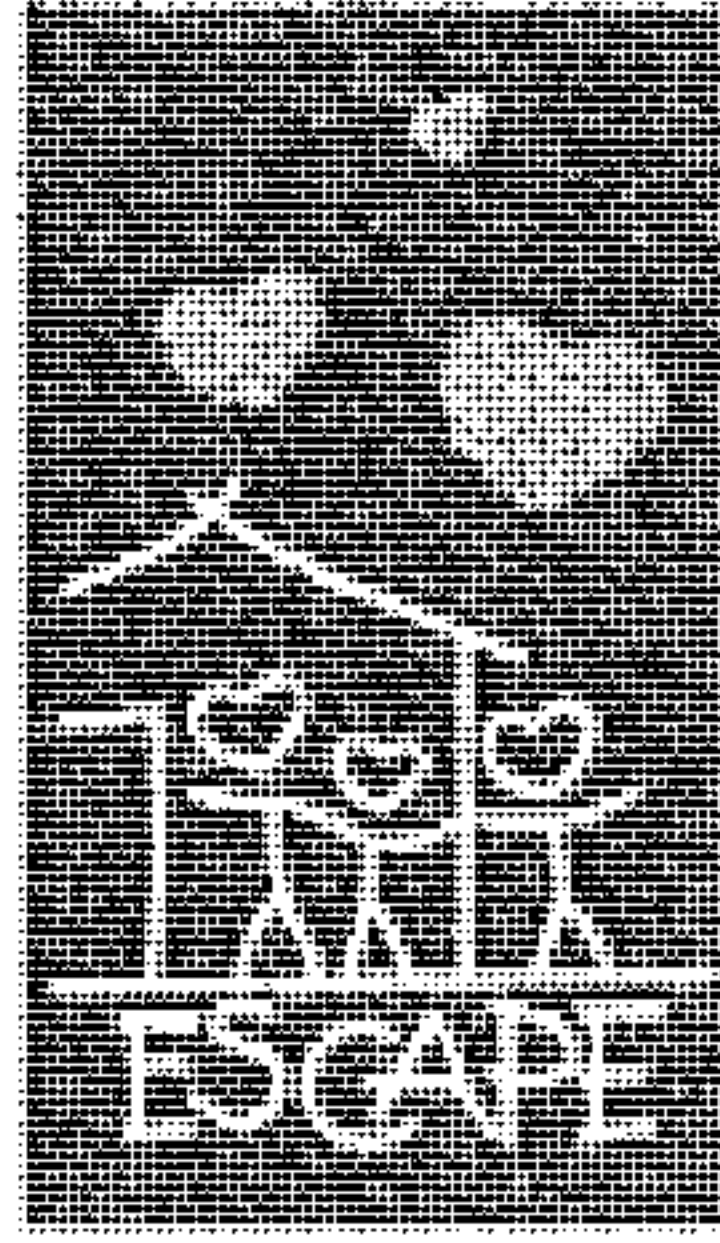
Our mission is to train vocational and academically male dropouts between ages 16 to 21 years, promoting their integral development.

*We support the Council on Children in their efforts to obtain grant application for funds "Race to the Top: Early Learning Challenge. We understand that The Council on Children has requested fund to provide the quality of early learning and development and close the achievement gap for children with high needs.*

Please feel free to contact us should you need additional input on our commitment to the grant application.

Sincerely,

  
P. Pablo Osorio Carmona  
Executive Director



October 11, 2011

Marta T. Sobrino-Bolen  
Executive Director  
"Consejo de la Niñez"  
La Fortaleza  
San Juan, PR 00901

Dear Mrs. Sobrino-Bolen:

On behalf of ESCAPE, Centro de Fortalecimiento Familiar, I am pleased to support Puerto Rico State Plan: "Race to the Top: Early Learning Challenge". This Plan will improve the quality of early learning and development and close the achievement gap for children with high needs in Puerto Rico.

We agree this grant will support Puerto Rico's efforts to provide children the opportunity to improve early learning and development. Most important, will facilitate the implementation of an integrated system of high-quality early learning and development programs and services.

ESCAPE as Puerto Rico's leading not-for-profit organization focused on the prevention of child abuse and neglect, is looking forward to participate in collaborative efforts with "Consejo de la Niñez" to deliver a coordinated set of services and experiences that support young children's success in school and beyond.

Please accept this letter as formal recognition of the value of this Project.

Sincerely,



Yadira Pizarro Quiles  
Executive Director

---

PO Box 2598 Guaynabo PR, 00970-2598  
787.287.6161 / 287.6110 facsimile / [escape@caribe.net](mailto:escape@caribe.net)  
[www.escapepr.org](http://www.escapepr.org) / facebook (escape) / [twitter.com/ESCAPEPR](https://twitter.com/ESCAPEPR)

Vidas Integradas a Dios  
por Acción y Servicios



PO Box 775  
Saint Just Station  
PR 00978-0775

Tel. 787-755-0055  
Fax 787-755-0990

[www.vidasse.org](http://www.vidasse.org)

Centro San Justo  
787-761-3875

Centro Santa María Virgen  
787-842-1142

Centro San Miguel  
787-848-4265

Hogar Albergue San Miguel  
787-841-7421

Centro Todos los Santos  
787-741-3434

October 13, 2011

US Department of Education  
US Department of Health and Human Services  
Washington, DC

To whom it may concern:

VIDAS, Servicios Sociales Episcopales is a nonprofit organization that served thousands of children and youths in Puerto Rico. For more than 20 years we have been working as an ally in many Government's initiatives providing the best possible changes in the education, care and living of our children and their families.

As a community representative we endorse the "Race to the Top- Early Challenge Plan", proposed by "Consejo de la Niñez". We believe that this initiative will improve the quality of early learning and development and close the achievement gap for children with special and high needs of Puerto Rico.

The "Consejo de la Niñez" will continue their labor of organize, participate and promote dialogues through the state providing and supporting efforts to increase the quality of services for disadvantaged children increasing their opportunities to enroll in efficient early learning and development programs in the Island.

Our lives, homes, neighborhoods, schools, communities and state will all benefit from a design and implementation of an integrated system of high-quality early development programs and services. Early centers such as VIDAS cannot co-exist without the State, and with this plan we could strengthen our efforts to assure children's success in their future lives.

Cordially,

Lydia Figueroa Cuevas  
CEO

VIDAS, Servicios Sociales Episcopales



# P.E.C.E.S.

Educación y Desarrollo Empresarial Comunitario.  
JUNTOS LOGRAMOS MÁS.

October 13, 2011

Race to the Top

Early Learning Challenge

To Whom It May Concern;

Project P.E.C.E.S., Inc. is proud to endorse the State Plan for Reform presented by the Consejo de la Niñez de Puerto Rico (Counsel for Children of Puerto Rico) for funding under: Race to the Top: Early Learning Challenge. Our organization, Programa de Educación Comunal de Entrega y Servicio, Inc., is a 501-C-3, non-profit organization that has been serving the children and youth of Puerto Rico since 1985. In the year 2003, Project P.E.C.E.S., Inc. received the Tina Hills Award for excellence as a non-profit organization in Puerto Rico.

The Counsel for the Children of Puerto Rico has demonstrated great concern and initiative in responding to the needs of the children of Puerto Rico. The relationship that they have established with the non-profit organizations of Puerto Rico is unprecedented, extraordinary, and has provided an enormous support for all the non-profits of Puerto Rico. It is truly a unique and extremely productive relationship that has already resulted in great benefits for the children and youth of Puerto Rico. The Counsel is an agile, effective, and efficient entity that has already facilitated numerous benefits for the children and youth of Puerto Rico. It is our experience that their actions and planning are strategic, well thought out, and focused to obtain the greatest benefit for the least advantaged children of our beautiful island.

Project P.E.C.E.S., Inc. endorses without reservation and with great enthusiasm the State Reform Plan that will be presented by the Consejo de la Niñez de Puerto Rico for federal funding under Race for the Top, Early Learning Challenge. We wish to clearly emphasize that the relationship that already exists between the Consejo and the non-profits of Puerto Rico is an extraordinary one that in our experience is unique, powerful, and extremely beneficial to the children of Puerto Rico. You may be assured that any funding received by the Consejo will be utilized wisely, effectively, strategically, and with great commitment to the children and the non-profits of Puerto Rico. Please feel free to contact us directly should you desire any further information.

Sincerely,



José J. Oquendo Cruz B.A.S.W., M.C., M.S.

President & Chief Executive Officer

Project P.E.C.E.S., Inc.

Programa de Educación Comunal de Entrega y Servicio (P.E.C.E.S., Inc.)  
P.O. Box 647, Punta Santiago, PR 00741  
Tel. 787.285.7979 • Fax 787.719-6860  
[www.projectpecesinc.org](http://www.projectpecesinc.org)





Agencia Participante



Fondos Unidos de PR

October 12, 2011

Mrs. Marta T. Sobrino-Bolen  
Ejecutive Director  
Consejo de la Niñez  
P.O. Box 9020082  
San Juan, P.R. 00902-0082

Dear Mrs. Sobrino-Bolen

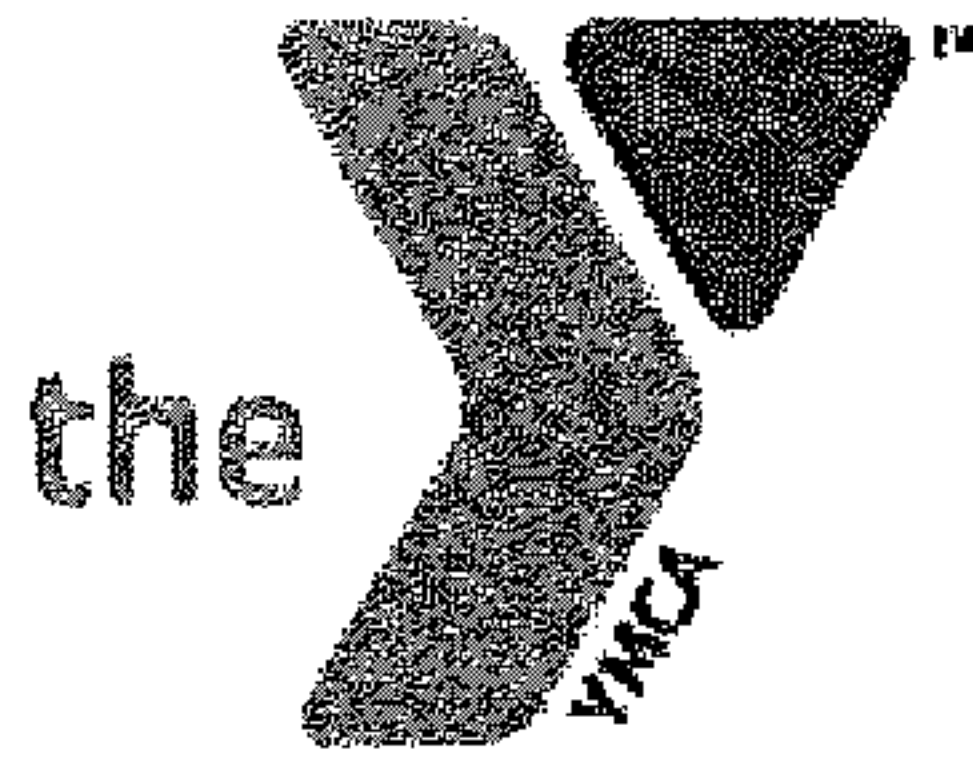
On behalf of Forjando un Nuevo Comienzo, Corp., a not-for-profit organization, we are pleased to support Puerto Rico's application for federal "Race to the Top – Early Learning Challenge (RTT-ELC)" funding. We are certain of Puerto Rico's qualifications to fulfill and succeed with each of the application's priorities. We are also proud to share the federal grant's goals and vision.

Forjando un Nuevo Comienzo, Corp. reaches more than two hundred students annually through its after school tutoring and mentoring programs, recognizing the importance of early intervention in the less privileged child, integrating to its efforts all the members of the child's family. We look forward to share in all the benefits and opportunities of teacher professional development and parent-student participation planned by Puerto Rico as a grant participant, especially those regarding children's early development.

We endorse Puerto Rico's comprehensive program developed in this application and encourage its selection as one of the states to receive the grant.

Sincerely,

Moraima Oyola



FOR YOUTH DEVELOPMENT  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

October 12, 2011

Race to the Top  
US Department of Education  
US Department of Health and Human Services  
Washington, DC

To Whom It may Concern:

The YMCA of San Juan hereby endorses the labor of the Council on Early Childhood; their main goal and aim is to ensure that every child in Puerto Rico lives and learns in safe environments, with support and love; to prepare them for success in school and life.

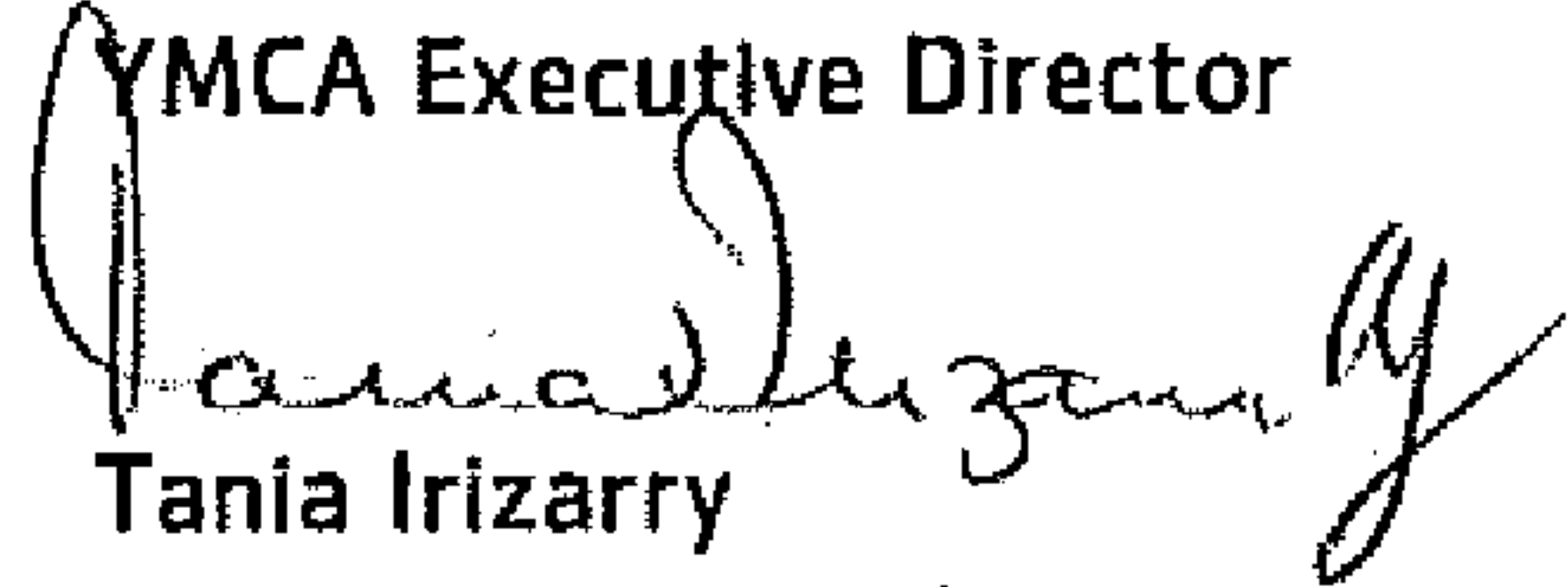
Their mission is parallel to our cause, strengthening the community through youth development, healthy living and social responsibility. The YMCA of San Juan believes that all kids deserve the opportunity to discover who they are and what they can achieve. Every day, we work side-by-side with our neighbors, like the Council on Early Childhood, to make sure that everyone, regardless of age, income or background, has the opportunity to learn, grow and thrive.

From experience we know that the Council on Early Childhood is committed to creating awareness among the general public about the importance of providing the right tools for our children to excel, succeed, achieve their full development and be ready for formal schooling. The YMCA support the effort and the excellent work of the Council on Early Childhood to support the quality of early learning development to promote highly empowered children to help break the cycle of social disadvantage in Puerto Rico.

We are honored to favor this serious and responsible agency for the program *Race to the Top-Early Learning Challenge*.

Sincerely,

  
Vivian Dávila  
YMCA Executive Director

  
Tania Irizarry  
YMCA Child Care Director

YMCA DE SAN JUAN  
800 Sagrado Corazón Blvd. Suite 2 Santurce, PR 00909  
P 787 728 7200 F 787 728 0643 [www.ymcasanjuan.org](http://www.ymcasanjuan.org)





October 12, 2011

*Race to the Top-Early Learning Challenge*  
U.S. Department of Health and Human Services  
U.S. Department of Education

Marta T. Sobrino-Bolen  
Directora Ejecutiva  
Puerto Rico Council on Early Childhood  
Office of the Governor  
La Fortaleza  
San Juan, PR

Dear Ms. Sobrino:

Subway and its franchisees are committed to support any effort of the government to enhance the quality of life in the Island, specially the life of our children in early ages, since they are the most valuable asset any society has.

Subway PR recognizes that the private sector must have an active and significant role in any initiative, plan or program to lead to better future for our children. If we invest in them we guarantee that they will have the skills and knowledge necessary to be successful, not only in the academic aspects, but as productive, honest and committed adults.

Subway PR is highly committed to support and be part of this comprehensive reform and uniformed approach to enhance the opportunities of our children, providing them with the best tools possible and high quality environments to promote school readiness.

Subway is currently involved with the Sports and Recreation Department in a program for overweight children, to give them an opportunity to play as team regulars in a basketball league. We plan to continue with this program, as an effort to fight child obesity.

Additionally, November is the local Child Obesity Prevention Month, and Subway will support this cause with an awareness campaign targeted to parents. This effort will be executed in targeted hi-traffic areas with impactful and creative installations island-wide, in addition to been amplified through mass media (TV) and community education efforts. Subway's message will encourage parents to re-think about their kids nutrition and eating habits.

Subway PR strongly support the Puerto Rico State Council on Early Childhood in this grant application for the *Race to the Top-Early Learning Challenge*, endeavor designed to strengthen the quality of early learning and development programs for our youngest children's development.

Sincerely,

Luis R. Marti  
Chairman  
Subway PR Advisory Group

# RICOH

*Race to the Top-Early Learning Challenge*  
U.S. Department of Health and Human Services  
U.S. Department of Education

Puerto Rico Council on Early Childhood  
Office of the Governor  
La Fortaleza  
San Juan, PR

To whom it may concern:

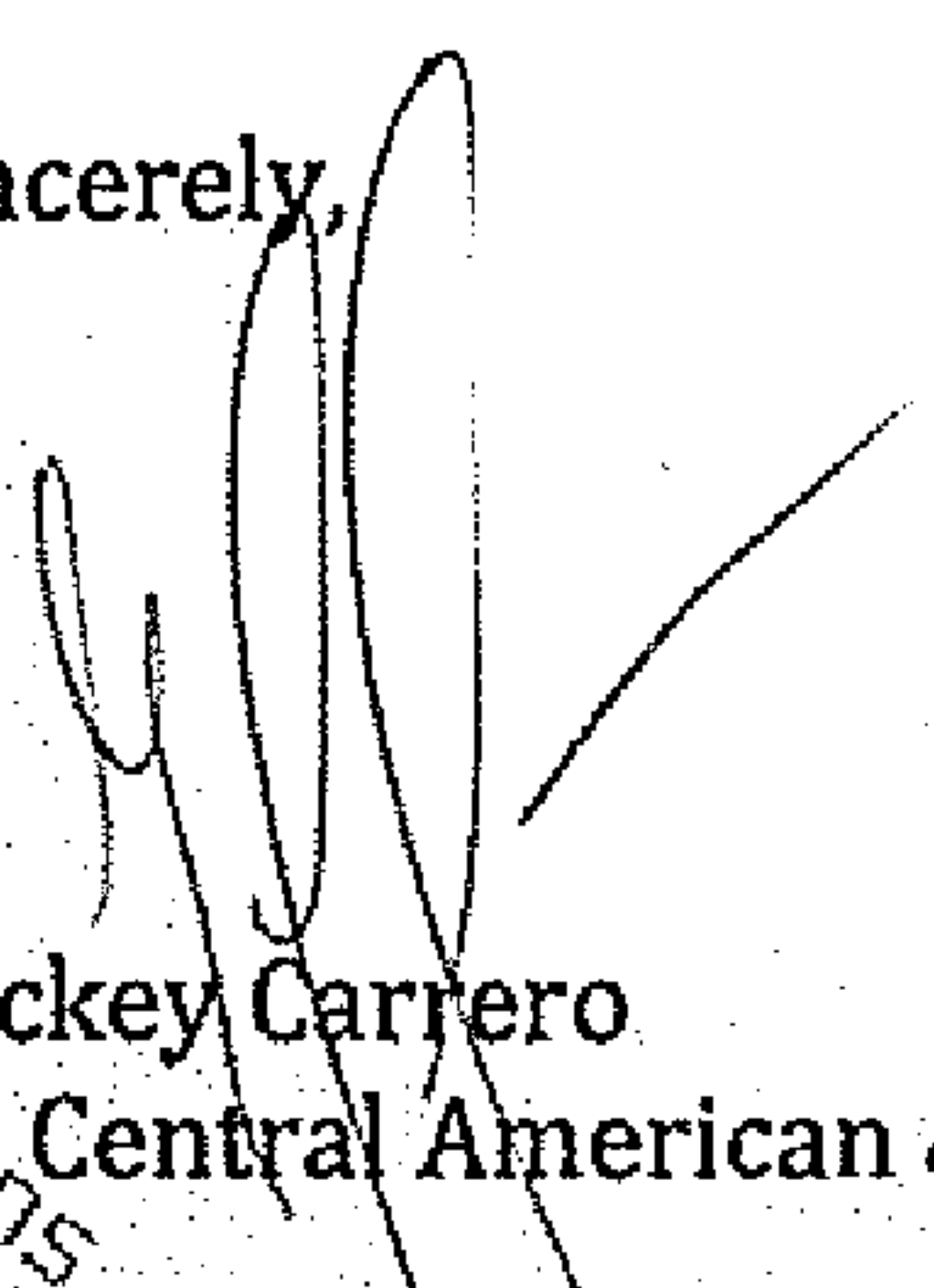
Ricoh Puerto Rico is a well-established company in Puerto Rico and is deeply committed to support any effort of the government to enhance the quality of life in the Island, specially the life of our children in early ages, since they are the most valuable asset any society has.

We recognize that the private sector must have an active and significant role in any initiative, plan or program that will allow us to achieve our goal. That is why we should focus primarily on early childhood. If we invest in them we guarantee that they will have the skills and knowledge necessary to be successful, not only in the academic aspects, but as productive, honest and committed adults.

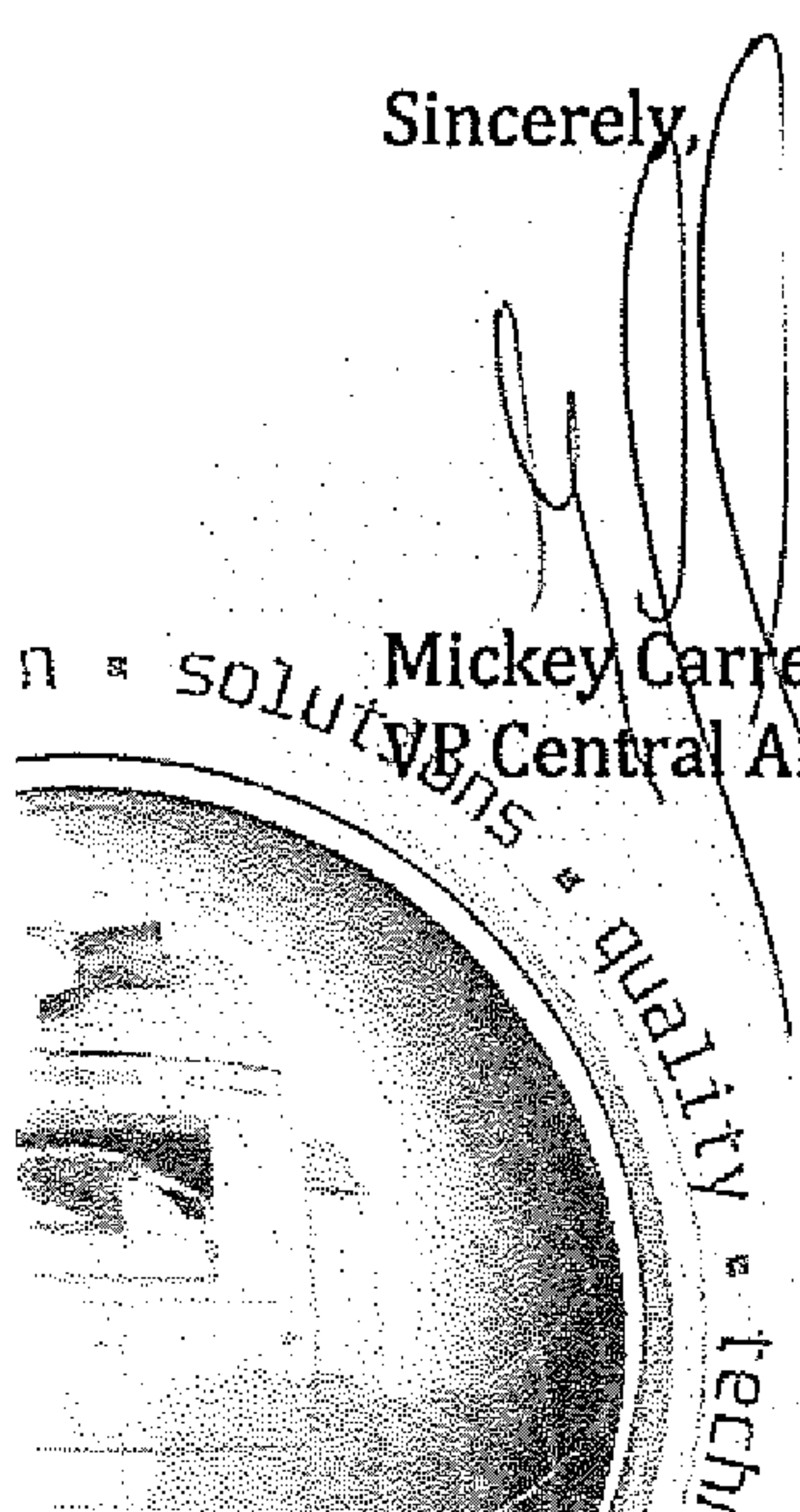
Ricoh Puerto Rico is highly committed to support and be part of this comprehensive reform and uniformed approach to enhance the opportunities of our children, providing them with the best tools possible and high quality environments to promote school readiness.

We strongly support the Puerto Rico State Council on Early Childhood in this grant application for the *Race to the Top-Early Learning Challenge*, endeavor designed to strengthen the quality of early learning and development programs for our youngest children's development. Our company could help by providing in-kind donations, mentoring programs, and assisting with fundraisings events.

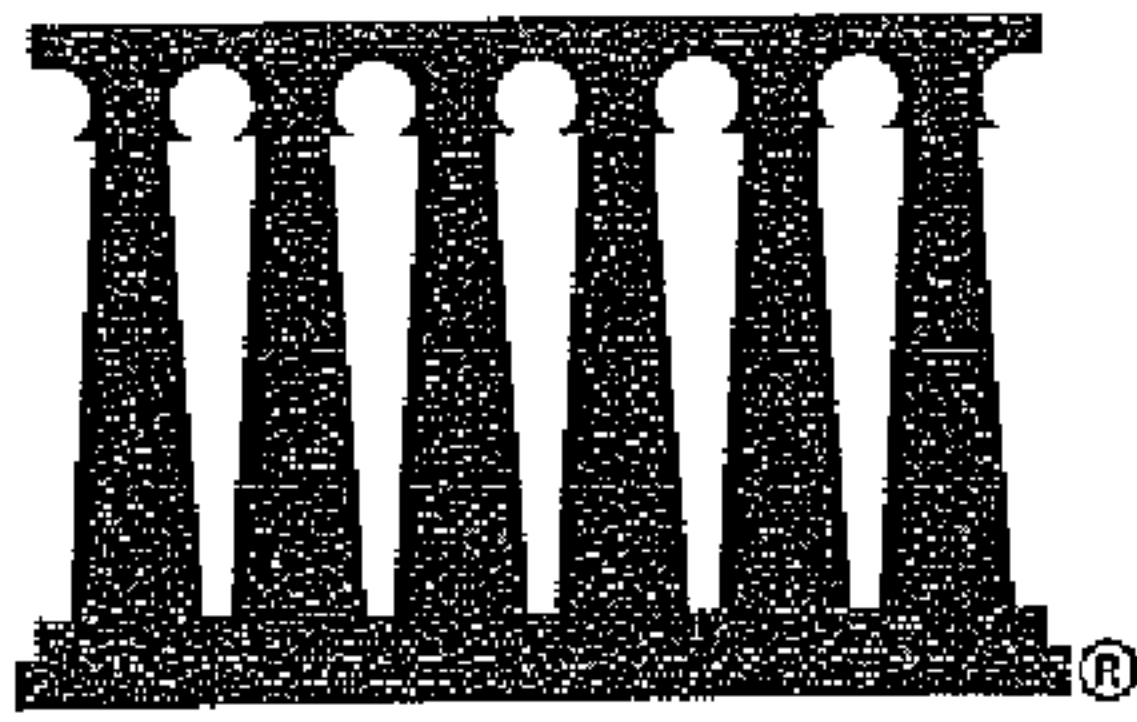
Sincerely,



Mickey Carrero  
VP Central American & Caribbean Region



PO Box 2110, Carolina, P.R. 00984-2110  
tel. (787) 641-4690 • fax (787) 641-8899  
[www.ricohpr.com](http://www.ricohpr.com)



**JOSEPHSON  
INSTITUTE**

October 17, 2011

U.S. Department of Education  
Washington D.C.

To whom it may concern:

The Josephson Institute of Ethics supports without reservation the "Race to the Top-Early Challenge Plan" proposed by "Consejo de la Ninez."

We are confident that a grant from the U.S. Department of Education for this plan will result in a coordinated, comprehensive and impactful initiative that will enhance the quality of early childhood programs that will improve the lives and increase the opportunities of tens of thousands of children and their families throughout Puerto Rico.

The Josephson Institute has worked closely and extensively with the Department of Education and the Department of Family, and the agency ACUDEN which is responsible for the education and development of pre-kindergarten children.

We have collaborated to develop specialized training and coaching protocols to improve the professional competence and commitment of early childhood and public school educators and helped integrate the Tus Valores Cuentan values-based school and childcare center improvement programs.

These efforts have resulted in significant programmatic and organizational reforms which have produced measurable and sustainable improvements.

Our collaboration with the several agencies and many administrators engaged in our joint projects permit us to observe and hereby commend the commitment of the Governor and his appointees to meaningful reform and the willingness and ability of these agencies and administrators to effectively implement the programs and processes described in the Race to the Top proposal.

The Josephson Institute of Ethics is a nonprofit 501c3 organization based in California that serves more than 7 million children and their families.

Sincerely,

Michael Josephson  
President  
Josephson Institute of Ethics  
9841 Airport Blvd, Ste#300  
Los Angeles, CA. 90045  
[msj@jiethics.org](mailto:msj@jiethics.org)

[www.JosephsonInstitute.org](http://www.JosephsonInstitute.org)  
[www.CharacterCounts.org](http://www.CharacterCounts.org)

Chairman  
**DAVID ROSENBERG**  
Principal, Marsh Creek  
Corporate Services

Vice Chairman  
**ROBERT HOLMES, Jr.**  
Senior Vice President of Ethics and Corporate  
Concerns, Alabama Power

President  
**MICHAEL JOSEPHSON**  
Founder, Josephson Institute and CHARACTER  
COUNTS!

**STAN ARCHIE**  
Senior Pastor,  
Christian Fellowship Baptist Church

**LEROY D. BACA**  
Sheriff, County of Los Angeles

**VANITA BANKS**  
Counsel, Allstate Insurance Company

**RICHARD F. BLEWITT**  
President and CEO  
The Blewitt Foundation

**ROGER BOLTON**  
Senior Counselor  
APCO Worldwide

**RON KINNAMON**  
Former Assistant National Executive Director,  
YMCA

**THOMAS R. MARTIN**  
Executive-In-Residence  
Department of Communication  
The College of Charleston

**DREW McLELLAN**  
Top Dog, McLellan Marketing Group

**SCOTT A. MONTGOMERY**  
President and CEO  
National Mercantile Bancorp (Retired)

**WILLARD D. NIELSEN**  
Corporate Vice President  
Public Affairs  
Johnson & Johnson (Retired)

**SCOTT RAECKER**  
Executive Director  
Institute for Character Development,  
Drake University

**RICHARD RIORDAN**  
Former Mayor of Los Angeles

**DR. DARLINE ROBLES**  
Los Angeles County Schools Superintendent

**LARRY M. ROSEN**  
President and Chief Executive  
YMCA of Metro Los Angeles

**THOMAS W. SELLECK**  
Actor/Producer  
Founder, TWS Productions

**PEGGY F. SPARKS**  
Special Assistant to the Superintendent,  
Birmingham City Schools (Retired)  
Founder, Sparks Consulting, Inc.

**MARK TABIT**  
Senior Vice President, Merrill Lynch

**MSGR. LLOYD TORGERSON**  
Pastor, St. Monica Catholic Church

**JIM VIDAK**  
Chairman, CHARACTER COUNTS!  
Leadership Council  
Superintendent of Schools  
Tulare County Dept. of Education

Founding Chairman  
**FRANCES HESSLEBEIN**  
Chairman, Leader to Leader Institute



Ciencia pionera creando medicamentos vitales™

P.O. Box 4060, Juncos, PR 00777

*Race to the Top-Early Learning Challenge*  
U.S. Department of Health and Human Services  
U.S. Department of Education

Puerto Rico Council on Early Childhood  
Office of the Governor  
La Fortaleza  
San Juan, PR

To whom it may concern:

Amgen is a well-established company in Puerto Rico and is deeply committed to support any effort of the government to enhance the quality of life in the Island, specially the life of our children in early ages, since they are the most valuable asset any society has.

We recognize that the private sector must have an active and significant role in any initiative, plan or program that will allow us to achieve our goal. That is why we should focus primarily on early childhood. If we invest in them we guarantee that they will have the skills and knowledge necessary to be successful, not only in the academic aspects, but as productive, honest and committed adults.

Amgen is highly committed to support and be part of this comprehensive reform and uniformed approach to enhance the opportunities of our children, providing them with the best tools possible and high quality environments to promote school readiness.

We strongly support the Puerto Rico State Council on Early Childhood in this grant application for the *Race to the Top-Early Learning Challenge*, endeavor designed to strengthen the quality of early learning and development programs for our youngest children's development.

Sincerely,



Miguel A. Pereira  
Corporate Communications Senior Manager  
Amgen Manufacturing Limited

GOVERNMENT OF PUERTO RICO  
LA FORTALEZA  
SAN JUAN, PUERTO RICO

Administrative Bulletin Number 2009-046

EXECUTIVE ORDER PROCLAIMED BY THE GOVERNOR TO CREATE THE EARLY CHILDHOOD  
COMMISSION

- WHEREAS: The Government is committed to handling matters that affect the growth, development, education, wellbeing and quality of life of our children effectively and with priority. We regard the first years of life as a central part of the formation of each human being because this is when the key fundamentals of human development are formed.
- WHEREAS: Clause b (1) section 642 of Federal Law 110-134 of 2007, "Public Law 110-134 (HR 1429) Improving Head Start for School Readiness Act of 2007" ("Ley Federal 110-134"), mandates that the Governor designate or establish a council to serve as the State Advisory Council on Early Childhood Education and Care for children from birth to school entry as an eligibility requirement to receive federal funds that support local assistance programs.
- WHEREAS: By virtue of Federal Law 110-134 it becomes necessary to develop an organism that will be responsible for the matters of early childhood and will serve as a vehicle to develop and implement a comprehensive system that integrates the efforts directed towards filling the needs of children in the early years.
- WHEREAS: I, LUIS G. FORTUÑO, Governor of Puerto Rico, by virtue of the powers vested in me by the Constitution and the laws of the Government of Puerto Rico do hereby declare and order the following:
- SECTION 1 The Council on Early Childhood (hereafter the "Council on Childhood") shall be created and will be a part of the Governor's Office, which will be named the State Advisory Council on Early Childhood Education and Care (hereafter "the Advisory Council") in conformance to the dispositions made in Public Law 110-134.
- SECTION 2 The Council on Childhood will be responsible for all the functions delegated to the Advisory Council under Public Law 110-134.
- SECTION 3 The Governor shall appoint the following people as members of the Council on Childhood:
- A. A representative from the Department of Health
  - B. A representative from the Department of Education

- C. A representative from the Mental Health and Addiction Services Administration (ASSMCA)
- D. A representative from the state agency responsible for the programs under section 619 or Part C of the "Individuals with Disabilities Act" (20 U.S.C. 1419, 1431 et seq.)
- E. A representative from the Administration for the Care and Holistic Development of Children (ACUDEN)
- F. Two representatives from institutions of higher learning
- G. A representative from the education and development service providers for young children
- H. The State Director for the Head Start Collaboration Office
- I. A representative from the organizations that offer Head Start in Puerto Rico
- J. The representative from any other entity that the Governor esteems pertinent

SECTION 4 The Governor shall appoint a person to direct the works of the Council on Childhood which will be responsible for coordinating the activities of the Council on Childhood and executing the functions necessary to achieve the purposes of this organism.

SECTION 5 The Council on Childhood shall carry out the following functions:

- A. Conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school entry, including an assessment of the availability of high-quality pre-kindergarten services for low-income children in Puerto Rico;
- B. Identify opportunities for, and barriers to, collaboration and coordination among Federally-funded and State-funded child development, child care, and early childhood education programs and services, including collaboration and coordination among State agencies responsible for administering such programs;
- C. Develop recommendations for increasing the overall participation of children in existing Federal, State, and local child care and early childhood education programs, including outreach to underrepresented and special populations;
- D. Develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout Puerto Rico;
- E. Develop recommendations regarding statewide professional development and career advancement plans for early childhood educators;
- F. Make recommendations for improvements in early learning standards and undertake efforts to develop high quality comprehensive early learning standards;
- G. Coordinate programs that provide services to children from birth to eight years old to better target their care, development and educational needs;
- H. Oversee the implementation of a public policy that promotes the goal of creating a comprehensive system of integrated, equally available and



coordinated services focused on providing our children with the opportunity for optimal holistic development;

- I. Evaluate the effectiveness of government programs established according to the laws and regulations regarding early childhood and submit periodic reports to the Governor on the state and progress of these programs;
- J. Assess the capacity and effectiveness of 2- and 4-year public and private institutions of higher education in the State toward supporting the development of early childhood educators, including the extent to which such institutions have in place articulation agreements, professional development and career advancement plans, and practice or internships for students to spend time in a Head Start or prekindergarten program;
- K. The Council on Childhood will draft the by-laws which outline the parameters which will be followed to comply with the obligations entrusted in this Executive Order;
- L. Shall hold public hearings and provide an opportunity for public comment on the activities for which it is responsible;
- M. Will support the work agenda of the proposal known as the Early Childhood Comprehensive System which operates under the Maternal and Child Division of the Department of Health and any other group with similar purposes that is operated by the agencies of the Government of Puerto Rico; and
- N. Any other functions assigned by the Governor which are necessary to exercise the functions and achieve the objectives of the Council on Childhood.

SECTION 6 The Council shall submit an annual report to the Governor of Puerto Rico, the Legislative Assembly and the Director of the Head Start Collaboration Office summarizing its activities and achievements as well as the obstacles faced during the year in priority areas, including the activities described in this Executive Order and according to the requirements imposed by Public Law 110-134.

SECTION 7 DEFINITION OF THE TERM AGENCY. Under the terms of this Executive Order, the term "agency" refers to all agencies, city governments, instrumentality, office, public corporation or any other dependency of the Executive Branch of the Government of Puerto Rico, notwithstanding its name.

SECTION 8 REPEAL. This Executive Order leaves without effect all other executive orders that in part or in total are incompatible with this one where such incompatibility exists.

SECTION 9 SEPARATION OF CLAUSES. The clauses stated in this Executive Order are independent and separate from one another. If a court with jurisdiction and competence were to declare any section, clause or sentence in this Executive Order unconstitutional, null or invalid, this determination will not affect the rest of the clauses which will continue in effect.

SECTION 10 NO CREATION OF DEMANDABLE RIGHTS. This Executive Order does not create substantial or executable rights for third parties which may be demanded in the courts, administrative forums or in any other manner against the Government of Puerto Rico, its agencies, officials, employees or any other person.

SECTION 11 EFFECTIVENESS. This Executive Order comes into effect immediately.

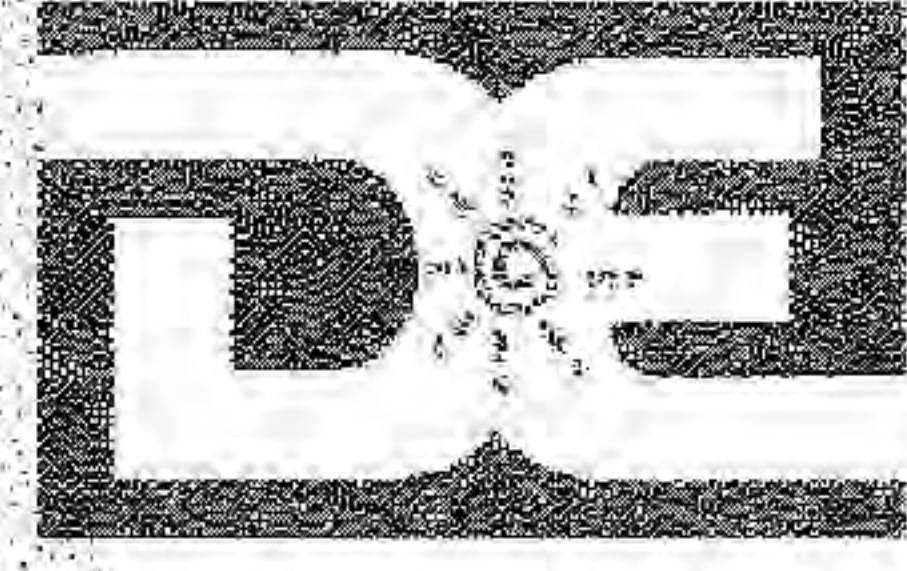
SECTION 12 PUBLICATION. This Executive Order shall be presented immediately to the Department of State and its most expansive publication is ordered.

IN TESTIMONY OF WHICH, I expedite this Executive Order under my hand and the Privy Seal of the Government of Puerto Rico in La Fortaleza in San Juan, Puerto Rico this 2<sup>nd</sup> day of December in the year Two Thousand and Nine.

LUIS G. FORTUÑO  
GOVERNOR

Stated in conformity with the law this 2<sup>nd</sup> day of December of 2009.

LCDA. VANESSA VIERA RABELO  
INTERIM SECRETARY OF STATE



ESTADO LIBRE ASOCIADO DE PUERTO RICO  
DEPARTAMENTO DE EDUCACIÓN

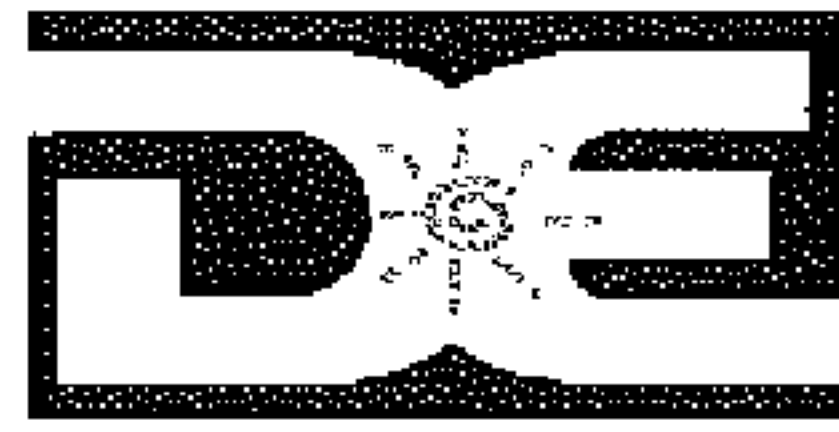
# Estándares de Contenido y Expectativas de Grado

(b)(6)

## Educación para la Niñez

(desde el nacimiento hasta 4 años y 11 meses)

Enero 2010



ESTADO LIBRE ASOCIADO DE PUERTO RICO  
DEPARTAMENTO DE EDUCACIÓN

# **ESTÁNDARES DE CONTENIDO Y EXPECTATIVAS DE GRADO**

**Educación para la Niñez  
(desde el nacimiento hasta 4 años y 11 meses)**

2010

Concepto Artístico  
Ludin Bermúdez  
Técnico de Artes Gráficas y Escenografía

John Galindo Jr.  
Tri-Lin Integrated Services Inc.

Fotografías Norma N. Curet Ayala Fotógrafa

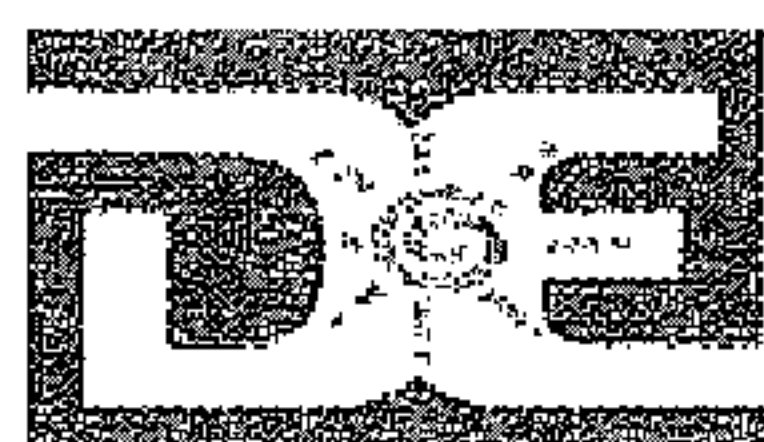
**Derechos Reservados  
Conforme a la Ley  
Departamento de Educación de Puerto Rico**

**NOTIFICACIÓN DE POLÍTICA PÚBLICA**

El Departamento de Educación no discrimina por razón de raza, color, género, nacimiento, origen nacional, condición social, ideas políticas o religiosas, edad o impedimento en sus actividades, servicios educativos y oportunidades de empleo.

**NOTA ACLARATORIA**

Para propósitos de carácter legal en relación con la Ley de Derechos Civiles de 1964, el uso de los términos maestro, director, supervisor, estudiante y cualquier otro que pueda hacer referencia a ambos géneros, incluye tanto al masculino como al femenino.



ESTADO LIBRE ASOCIADO DE PUERTO RICO  
DEPARTAMENTO DE EDUCACIÓN

OFICINA DEL SECRETARIO

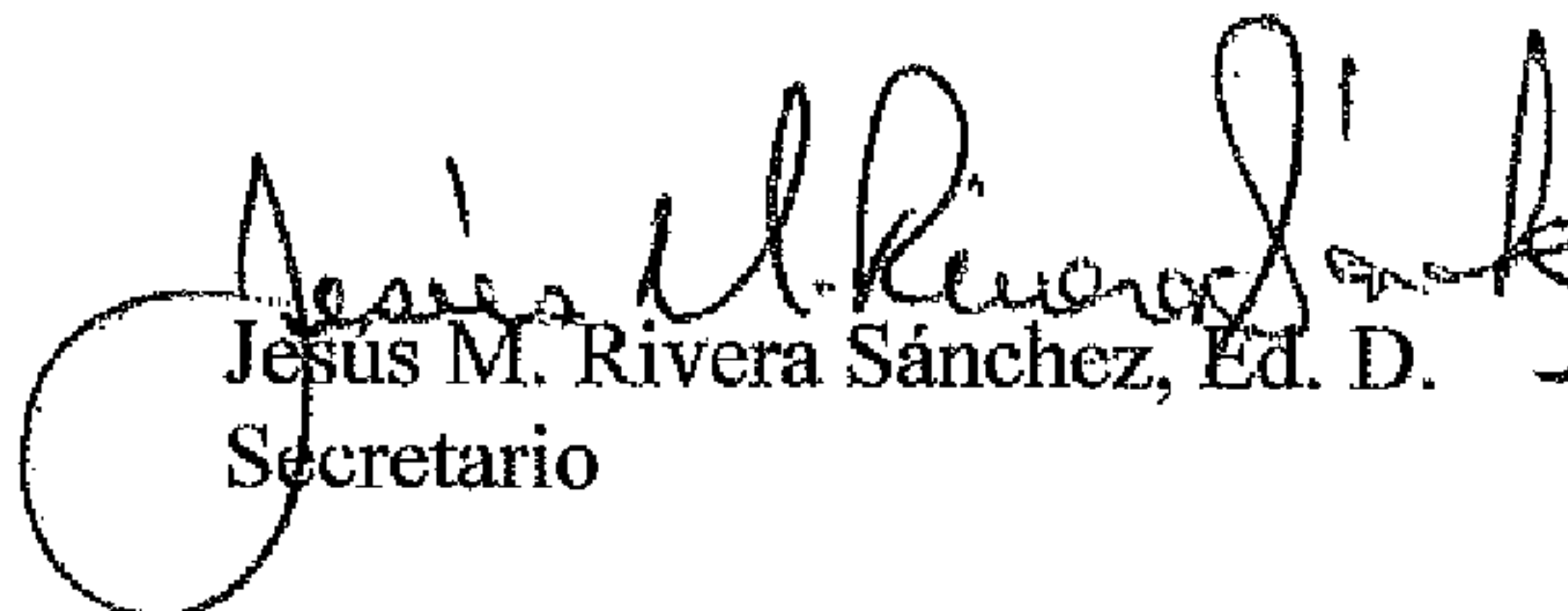
## ESTÁNDARES DE CONTENIDO Y EXPECTATIVAS DEL GRADO

El Programa de Educación para la Niñez, adscrito a la Secretaría Auxiliar de Servicios Académicos y Servicios Educativos a la Comunidad, aspira a proveer a la niñez las experiencias necesarias que propicien y estimulen la construcción del conocimiento, el desarrollo de destrezas de pensamiento y el desarrollo de valores y actitudes positivas. La Ley Núm. 149 de 15 de julio de 1999, según enmendada, conocida como *Ley Orgánica del Departamento de Educación de Puerto Rico*, organiza el sistema educativo en los niveles y programas, tales como: educación preescolar, elemental, secundaria, educación especial, educación ocupacional y técnica, y adultos. A su vez, la Ley de Educación Elemental y Secundaria (ESEA) de 1995, según enmendada y reautorizada por la Ley Núm. 107-110 "No Child Left Behind" de 2001, establece la necesidad de que el Estado desarrolle los estándares que guiarán la formación de sus alumnos.

El Departamento de Educación enfatiza que las prácticas educativas deben estar sólidamente fundamentadas en investigaciones relacionadas al desarrollo de la niñez, entre otras y sus implicaciones. El nivel preescolar es vital para el desarrollo óptimo del estudiante, ya que concibe, diseña y articula las primeras experiencias educativas. A partir de este nivel, se destaca la integración curricular dirigida al desarrollo social, emocional, cognitivo, lingüístico, físico y creativo del estudiante y se enfatizan las competencias básicas que distinguen al ser humano integral.

En nuestra revisión de los estándares de excelencia, para el nivel preescolar, nos reafirmamos en identificar los fundamentos esenciales de cada área académica que contribuyan al logro de un desarrollo holístico, integrador en todos los aspectos del desarrollo de la niñez. Cada estándar presenta las expectativas para cada edad particular con suficiente amplitud y profundidad. Las expectativas definen las competencias que el niño debe poseer como resultado del proceso educativo.

Gracias a la colaboración de maestros, "educuidadores", profesores, directores de programas y otro personal del Departamento de Educación; presentamos los *Estándares y Expectativas* para el *Nivel Preescolar*. Con nuestros niños en mente, exhortamos a utilizar el documento para propiciar un desarrollo óptimo, con las prácticas apropiadas para este nivel. Los mismos tienen efectividad inmediata y sustituyen los *Estándares de Excelencia del 2000*.

  
Jesús M. Rivera Sánchez, Ed. D.  
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# INTRODUCCIÓN

## Descripción del Programa

El Programa de Educación para la Niñez, adscrito a la Secretaría Auxiliar de Servicios Académicos y Servicios Educativos a la Comunidad aspira a promover el desarrollo de las dimensiones sociales, físicas, emocionales, lingüísticas, creativas y cognoscitivas de la niñez típica y atípica. Se destaca la inclusión de cada niño mientras se responde a sus necesidades, intereses y talentos en el contexto sociocultural. Estos niños nos ofrecen la oportunidad de vislumbrar la vida con energía, alegría, dinamismo y entusiasmo. Durante este periodo se desarrollan los cimientos de la sabiduría, los valores y los sentimientos. Por esa razón, desde este nivel, el quehacer educativo en nuestra sociedad debe estar dirigido al desarrollo de individuos críticos, reflexivos y con actitudes democráticas, que demuestren responsabilidad ética y cívica que les permita actuar y participar en decisiones cruciales para el bienestar de Puerto Rico.

Esta edad maravillosa comprende desde el nacimiento hasta los ocho años de edad, reconocido así por la Asociación Nacional para la Educación de la Niñez Temprana (NAEYC, por sus siglas en inglés) y su afiliada en Puerto Rico, Asociación Puertorriqueña para la Educación de la Niñez en Edad Temprana (APENET). Este período se divide en los siguientes niveles: infantiles (0 -1 año y 6 meses), maternas (1 año y 6 meses- 3 años), preescolares (3-4 años y 11 meses) y nivel primario. Desde un enfoque integrador y holístico, la visión global de la educación temprana establece una continuidad entre todos los niveles para que se asegure el desarrollo óptimo de la niñez. Pretende proveer a nuestra niñez las experiencias necesarias para propiciar y estimular la construcción del conocimiento, el desarrollo de valores y actitudes positivas.

## Visión.

Lograr la excelencia educativa al promover el desarrollo integral del niño, al atender sus particularidades, intereses y talentos.

## Misión

Ofrecer cuidado, atención y protección a todos los componentes del crecimiento y desarrollo integral de la niñez temprana. Esto incluye el desarrollo lingüístico, cognitivo, físico, social, emocional, creativo y moral. Esta misión se logra por medio de un currículo multidisciplinario, integrador e interactivo, que desarrolle las destrezas cognitivas y afectivas de la niñez. Además, incluye la integración de servicios y seguimiento, en estrecha colaboración con las organizaciones y agencias que sirven al niño y a su familia.

## **Estándares para la educación de la niñez en edad temprana**

Hemos desarrollado los estándares para la educación desde el nacimiento hasta 4 años y 11 meses. Para cumplir con nuestro compromiso de ofrecer una enseñanza de calidad en la que se generen prácticas apropiadas para lograr un nivel de desarrollo óptimo en los niños. Estos comunican lo relevante en cada campo de estudio y ofrecen los componentes conceptuales fundamentales para el desarrollo del currículo de los diferentes programas.

Los estándares constituyen un criterio para juzgar la calidad del currículo, los métodos de enseñanza y los procedimientos para el "assessment". Los educadores utilizan los estándares para identificar aquello que deben enseñar en cada nivel, con qué fines enseñar y qué esperar de los estudiantes como resultado de lo enseñado.

Se enfatizan para que los mismos respondan a las aspiraciones fundamentales de la educación de la niñez preescolar, según las más recientes investigaciones. Están organizados para los niveles de infantes, maternas y preescolares. Cada uno de estos niveles tiene unas características fundamentales que han sido tomadas en consideración para la elaboración de este documento. El nivel de infantes se refiere a los bebés desde el nacimiento hasta que comienzan a dar sus primeros pasos. Aún no caminan con independencia, ni dominio. Luego se pasa al de maternas que comprende desde que el bebé comienza a caminar con paso rápido hasta llegar a cumplir los tres años de edad. Esta etapa también se le conoce como los andarines o trotones. Por su parte, los preescolares; comprenden desde los tres años hasta los cuatro años y once meses. En este nivel comienza a manifestar orgullo por sus logros e interactúan con sus compañeros y pares. Progresan en su expresión de empatía y cariño hacia los demás.

Para los niveles de infantes a preescolares, los estándares están realizados por áreas fundamentales del crecimiento y desarrollo humano: desarrollo social y emocional, desarrollo físico y motor, desarrollo cognoscitivo, desarrollo lingüístico y el desarrollo creativo. Esta organización se ha establecido para estructurar las ejecuciones esperadas de acuerdo con las etapas de desarrollo del niño.

El educador encontrará los elementos esenciales para su tarea como facilitador de los procesos de aprendizaje activo al utilizar los estándares como guía para su ejecución. Además, pretende brindar una guía de las ejecuciones más caracterizadoras de cada una de las etapas de desarrollo y aprendizaje. Aunque las áreas de aprendizaje aparecen separadamente, no se desarrollan y ocurren como procesos independientes. La educación para la niñez se ve de forma integrada, la conducta, el aprendizaje y el crecimiento general del niño, lejos de separarse, interactúan y se correlacionan. Aunque las áreas de aprendizaje aparecen separadamente, no se desarrollan y ocurren como procesos independientes.

El educador es el ente que está dispuesto a descubrir, identificar y responder a las necesidades, intereses y particularidades del niño, realizando los ajustes pedagógicos y acciones correspondientes, para lograr el potencial de cada niño y niña. Los estándares, son un marco de referencia con respecto a lo que la niñez debe demostrar como parte de su aprendizaje. El mismo, ha sido elaborado por un grupo de especialistas en el campo de la educación temprana quienes han aportado sus ideas y conocimientos para lograr un documento de calidad. Esperamos que resulte en gran beneficio para el resto de los maestros de ese nivel.

Este documento se prepara para utilizarlo como marco de referencia para guiar las prácticas educativas en el ambiente escolar. Los maestros y las maestras son creativos, entusiastas y están comprometidos con el fortalecimiento de la educación temprana. Con estas características esenciales se enriquecen las experiencias en la sala de clases y son éstas las que el estudiante recordará con cariño y alegría de estos primeros años de aprendizaje.

# **ESTÁNDARES DE CONTENIDO Y EXPECTATIVAS DE GRADO**



## INFANTES (NAC-1 AÑO Y 6 MESES)

<b>DESARROLLO SOCIO EMOCIONAL</b>	
<b>Demuestra auto concepto y autocontrol al interactuar con otras personas; demostrando sus sentimientos y emociones, independencia y confianza en sí mismo.</b>	
El niño:	
DSE. 1.1	A través de gestos, movimientos, risa o llanto comunica sus sentimientos de agrado o desagrado.
DSE. 1.2	Reacciona a tonos vocales con diversas intenciones expresivas (alegría, sorpresa, coraje, halagos) .
DSE. 1.3	Demuestra diferentes curvas de entonación (tonos) para expresar sus sentimientos
DSE. 1.4	Demuestra rasgos de su temperamento.
DSE. 1.5	Expresa emociones, tales como alegría, miedo, coraje, tristeza, disgusto y sorpresa.
DSE. 1.6	Manifiesta ansiedad al estar en situaciones que le producen incomodidad, tales como la separación de su educuidador inmediato o ante la presencia de un extraño.
DSE. 1.7	Demuestra y expresa sentimientos (alegría, tristeza, coraje, miedo y otros).
DSE. 1.8	Reacciona a los cambios con mayor tolerancia.
DSE. 1.9	Comienza a ser asertivo e independiente en sus acciones.
DSE. 1.10	Establece una relación de apego con su educuidador.
DSE. 1.11	Actúa con reservas ante nuevas situaciones.
DSE. 1.12	Confía en sus padres y cuidadores.
DSE. 1.13	Demuestra preferencia por personas familiares
DSE. 1.14	Demuestra seguridad y confianza en su interacción con personas y familiares.

DSE. 1.15	Interacciona con otros infantes para que le respondan.
DSE. 1.16	Identifica y acaricia su imagen en el espejo.
DSE. 1.17	Responde y se siente confortado cuando lo tocan o lo cargan.
DSE. 1.18	Responde a estímulos y adquiere información, mientras observa con atención a personas, objetos y situaciones en su medio ambiente.
DSE. 1.19	Asocia su comportamiento con las consecuencias que trae.
DSE. 1.20	Interactúa con el cuidador inmediato.
DSE. 1.21	Desarrolla conductas deliberadas y con propósito, a medida que coordina los esquemas previamente aprendidos.
DSE. 1.22	Expresa entusiasmo por el uso de materiales variados.
DSE. 1.23	Reacciona a estímulos y expresa emociones.
DSE. 1.24	Interactúa con los demás, a través de miradas, gestos, movimientos y vocalizaciones.
DSE. 1.25	Sonríe ante cambios de voces que escucha.

<b>DESARROLLO FÍSICO MOTOR:</b>	
<b>Demuestra el desarrollo de la conciencia corporal, al utilizar sus sentidos y practicar los movimientos de los músculos finos y gruesos; dirigidos al movimiento y la acción como formas de expresión.</b>	
El niño:	
DFM. 1.1	Sigue con sus ojos objetos en movimiento.
DFM. 1.2	Desarrolla control sobre su cabeza y la mantiene levantada
DFM. 1.3	Desarrolla control del tórax y lo levanta usando los brazos.
DFM. 1.4	Estira las manos para coger cosas.
DFM. 1.5	Agarra objetos con la palma de la mano.

DFM. 1.6	Se voltea sin ayuda (se rueda o cambia de estar boca abajo a boca arriba y viceversa).
DFM. 1.7	Balancea el peso de su cuerpo al estar boca abajo y levanta cabeza, brazos y piernas.
DFM. 1.8	Sostiene el biberón mientras bebe.
DFM. 1.9	Practica y gana control sobre su balance.
DFM. 1.10	Logra sentarse solo y sin apoyo.
DFM. 1.11	Se coloca en posición de gateo y se impulsa hacia delante y hacia atrás.
DFM. 1.12	Controla su cuerpo, mientras se mueve con libertad por espacios amplios y seguros.
DFM. 1.13	Gatea con coordinación.
DFM. 1.14	Agarra objetos con sus dedos, pulgar e índice (agarre de pinzas).
DFM. 1.15	Mueve con precisión manos y dedos, mientras suelta y agarra objetos.
DFM. 1.16	Transfiere objetos de una mano a otra.
DFM. 1.17	Transfiere objetos en el interior de envases abiertos.
DFM. 1.18	Manipula diferentes materiales como maracas, muñecas, etc.
DFM. 1.19	Saca objetos de recipientes grandes.
DFM. 1.20	Se para agarrando de objetos.
DFM. 1.21	Se para sin agarrarse (se incorpora) empuja un andador.
DFM. 1.22	Camina con confianza, control y balance.
DFM. 1.23	Ejercita los reflejos innatos de tragar y parpadear.
DFM. 1.24	Repite conductas placenteras, como lo es chupar y bostezar.
DFM. 1.25	Descubre las partes de su cuerpo.
DFM. 1.26	Responde con movimiento a los estímulos auditivos.

DFM. 1.27	Explora con su cuerpo superficie y objetos de diversas texturas.
DFM. 1.28	Disfruta al explorar su capacidad para producir movimientos (brincar, correr, caminar, mover las manos).

<b>DESARROLLO FÍSICO SENSORIAL:</b>	
<b>Demuestra el desarrollo de la conciencia sobre el cuidado de su cuerpo mientras amplía su percepción y uso de sus sentidos; así como la práctica de comportamientos saludables.</b>	
El niño:	
DFS. 1.1	Utiliza sus sentidos para explorar materiales y experimentar con actividades.
DFS. 1.2	Discrimina entre una variedad de visiones, olores, texturas y sabores.
DFS. 1.3	Explora una amplia variedad de estímulos sensoriales.
DFS. 1.4	Combina y utiliza diferentes sentidos dependiendo de la actividad.

<b>DESARROLLO COGNOSCITIVO-CIENTÍFICO:</b>	
<b>Demuestra el conocimiento al entender y utilizar el método científico para indagar y comprender el medio ambiente y poder emitir juicios.</b>	
El niño:	
DCC. 1.1	Demuestra el desarrollo y pérdida de reflejos, según va madurando (reflejo prensión, moro, etc).
DCC. 1.2	Explora el medio ambiente, a través de sus sentidos.
DCC. 1.3	Manifiesta interés y curiosidad por lo que le rodea.
DCC. 1.4	Hace contacto con el ambiente que lo rodea, mediante la utilización de gestos y palabras.

DCC. 1.5	Explora el mundo, a través de sus sentidos.
DCC. 1.6	Identifica sonidos del ambiente.
DCC. 1.7	Explora con su cuerpo superficies y objetos de diversas texturas.
DCC. 1.8	Explora los objetos que observa a su alrededor.
DCC. 1.9	Repite acciones que han surgido por casualidad (movimiento de un objeto que suene, dejar caer un objeto y otros).
DCC. 1.10	Utiliza el método de tanteo y error para la solución de problemas.
DCC. 1.11	Desarrolla conductas deliberadas y con propósito, a medida que coordina los esquemas previamente aprendidos.
DCC. 1.12	Demuestra curiosidad hacia lo que le rodea.

#### **DESARROLLO COGNOSCITIVO-LÓGICO-MATEMÁTICO:**

**Demuestra interés en pensar y resolver problemas matemáticos que conllevan reconocer, entender y establecer relaciones cuantitativas, espaciales entre los objetos; personas y acontecimientos del medio ambiente.**

El niño:

DCLM. 1.1	Muestra interés por objetos que aparecen y desaparecen de su entorno.
DCLM. 1.2	Comienza a buscar objetos escondidos dentro de su ambiente (permanencia de objetos).
DCLM. 1.3	Reconoce que los objetos y personas tienen existencia independiente a la de ellos.
DCLM. 1.4	Construye conceptos por su experiencia directa con objetos.
DCLM. 1.5	Observa objetos y contempla diferencias y similitudes entre ellos.
DCLM. 1.6	Reconoce los objetos por sus atributos y funciones.
DCLM. 1.7	Examina determinante los detalles que tienen los objetos.
DCLM. 1.8	Construye usando bloques de diferentes tamaños.

<b>DESARROLLO LINGÜÍSTICO ORAL:</b>	
<b>Demuestra el desarrollo del lenguaje oral al comunicar sus pensamientos, ideas, sentimientos, necesidades, emociones y preferencias con la intención de expresarse e interactuar con otros.</b>	
El niño:	
DLO. 1.1	Reconoce las voces de sus seres queridos.
DLO. 1.2.	Responde al ser llamado por su nombre.
DLO. 1.3	Atiende cuando las personas lo miran y le hablan.
DLO. 1.4	Establece contacto visual cuando se le habla.
DLO. 1.5	Mantiene una conversación con los demás, haciendo sonidos.
DLO. 1.6	Utiliza sus habilidades (risa, llanto, señas, gestos, sonidos y palabras) para llamar la atención y para la interacción social.
DLO. 1.7	Interactúa con otros infantes al mirarlos con detenimiento y sonreírles.
DLO. 1.8	Comunica agrado o desagrado ante diferentes estímulos (sabores, olores, sonidos, texturas, etc).
DLO. 1.9	Anticipa eventos, basándose en experiencias previas.
DLO. 1.10	Reconoce voces, gestos faciales y familiares.
DLO. 1.11	Expresa emociones mediante la utilización de sonidos vocálicos, balbuceo, llanto y movimiento corporal para comunicarse con las personas y satisfacer sus necesidades.
DLO. 1.12	Presenta patrones de sonido y entonación que se asemejen al hablar adulta. (pregunta, discurso, exclamación y otros).
DLO. 1.13	Menciona los nombres de las personas inmediatas (mamá, papá, títí y otros), los objetos y cosas que más utiliza (bibí, bobo, agua y otros).
DLO. 1.14	Escucha voces y recrea sonidos.
DLO. 1.15	Produce sonidos que asocia con objetos, animales o personas.
DLO. 1.16	Expresa entusiasmo por el uso de materiales variados.

DLO. 1.17	Utiliza diferentes curvas de entonación para expresar sus sentimientos y estados de ánimo.
DLO. 1.18	Utiliza diferentes curvas de entonación para comunicar sus intenciones distintas (preguntar, pedir con dulzura, exigir, llamar).

### **DESARROLLO LINGÜÍSTICO-SIMBÓLICO:**

**Demuestra el desarrollo del lenguaje escrito al explorar y descubrir la palabra escrita por medio de experiencias significativas en las que observa y reconoce la lectura y escritura como medio de comunicación.**

El niño:

DLS. 1.1	Anticipa eventos, basándose en experiencias previas.
DLS. 1.2	Ejecuta mandatos sencillos.
DLS. 1.3	Escucha la narración de cuentos cortos y reacciona con entusiasmo con gestos, balbuceos y miradas.
DLS. 1.4	Observa láminas y fotos que se presentan en los libros, así como la de familiares y amigos.
DLS. 1.5	Señala láminas y dibujos que se presentan en los libros.
DLS. 1.6	Expresa mensajes en su propio lenguaje, mientras se le lee.
DLS. 1.7	Selecciona libros para ser leídos por el adulto.
DLS. 1.8	Escoge libros para hojear y explorar.
DLS. 1.9	Utiliza diversos materiales para crear garabatos y escritura incipiente.
DLS. 1.10	Distingue las voces y otros sonidos del ambiente.

## **DESARROLLO CREATIVO - MUSICAL:**

**Demuestra sensibilidad y aprecio por la música al explorarla a través de diversas experiencias.**

El niño:

DCM. 1.1	Participa en juego de imitación (La linda manita, El dedito en el pilón, entre otras).
DCM. 1.2	Busca objetos que suenan, con el propósito de producir sonidos.
DCM. 1.3	Responde con entusiasmo a canciones que escucha.
DCM. 1.4	Demuestra tranquilidad cuando escucha nanas y canciones.
DCM. 1.5	Expresa satisfacción ante diferentes sonidos (fuertes, suaves, rítmicos, melodiosos).
DCM. 1.6	Responde a la música utilizando todo su cuerpo.
DCM. 1.7	Explora numerosas posibilidades para crear sonidos (con ollas, cucharones, latas y tambores).
DCM. 1.8	Produce vocalizaciones para imitar el canto o crear nuevas líneas melódicas.
DCM. 1.9	Utiliza el movimiento, una variedad de materiales y la música mientras juegan para representar cuentos, sentimientos y experiencias.
DCM. 1.10	Participa en actividades musicales utilizando una variedad de materiales para su expresión y representación.



<b>DESARROLLO CREATIVO-ARTES PLÁSTICA:</b>	
<b>Demuestra interés y aprecio por las artes plásticas al crear, de acuerdo con sus intereses, esfuerzos y originalidad.</b>	
El niño:	
DCAP. 1.1	Explora la pintura dactilar.
DCAP. 1.2	Crea espontáneamente formas y figuras con materiales diversos (bloques, crayones, juguetes).
DCAP. 1.3	Experimenta el uso y manejo de creyones, marcadores y pinceles.
DCAP. 1.4	Expresa entusiasmo por el uso de materiales variados.
DCAP. 1.5	Representa sus ideas con originalidad.
DCAP. 1.6	Disfruta la participación en una variedad de experiencias artísticas.

<b>DESARROLLO CREATIVO-DRAMA:</b>	
<b>Demuestra el arte de la improvisación al participar en actividades de pantomima, juego dramático, drama informal y otros.</b>	
El niño:	
DCD. 1.1	Participa en juegos sociales y tradicionales.
DCD. 1.2	Socializa por medio del juego.
DCD. 1.3	Representa los cuentos o situaciones, a través de su cuerpo o lenguaje.
DCD. 1.4	Demuestra agrado al observar el movimiento de un títere.
DCD. 1.5	Sonríe ante cambio de voces que escucha durante la obra.
DCD. 1.6	Observa con detenimiento las características y movimientos de las marionetas.
DCD. 1.7	Manifiesta entusiasmo al ver obras realizadas por títeres o muñecos.
DCD. 1.8	Se involucra en juego espontáneo e imaginativo usando una variedad de materiales para dramatizar cuentos y experiencias.

## **MATERNALES (1 AÑO Y 6 MESES a 3 AÑOS)**

<b>DESARROLLO SOCIO EMOCIONAL</b>	
<b>Demuestra su auto concepto y autocontrol al interactuar con otras personas; demostrando sus sentimientos y emociones, independencia y confianza en sí mismo.</b>	
El niño:	
DSEM.M. 1.1	Identifica las características físicas que lo diferencian y lo asemejan de los demás niños.
DSEM.M. 1.2	Responde a estímulos físicos (caricias, cosquillas, etc.).
DSEM.M. 1.3	Disfruta jugar al esconder ("Peek-a-boo").
DSEM.M. 1.4	Copia conductas observadas del ambiente.
DSEM.M. 1.5	Se identifica a sí mismo como miembro de una familia o grupo cultural específico.
DSEM.M. 1.6	Reconoce aspectos y lugares claves de la comunidad donde vive.
DSEM.M. 1.7	Es adaptable a vivir bajo reglas razonables.
DSEM.M. 1.8	Respeto las normas del hogar.
DSEM.M.1.9	Demuestra aprecio hacia las demás personas.
DSEM.M. 1.10	Interactúa con sus pares.
DSEM.M. 1.11	Observa e imita comportamientos de otros.
DSEM.M. 1.12	Desarrolla el concepto de compartir.
DSEM.M. 1.13	Prefiere interactuar con pequeños grupos de amigos.
DSEM.M. 1.14	Participa en actividades cooperativas en el hogar o centro educativo.
DSEM.M. 1.15	Identifica su imagen en el espejo.
DSEM.M. 1.16	Desarrolla conductas deliberadas y con propósito, a medida que coordina los esquemas previamente aprendidos.
DSEM.M. 1.17	Reconoce la autoría de sus trabajos (trazos, dibujos, construcciones).

DSEM.M. 1.18	Participa en una variedad de juegos individuales y grupales.
DSEM.M. 1.19	Demuestra confianza en sus habilidades.
DSEM.M. 1.20	Juega con otros niños.

<b>DESARROLLO FÍSICO-MOTOR:</b>	
<b>Demuestra el desarrollo de la conciencia corporal, al utilizar sus sentidos y practicar los movimientos de los músculos finos y gruesos; dirigidos al movimiento y la acción como formas de expresión.</b>	
El niño:	
DFM.M. 1.1	Hace uso de todo su cuerpo para desplazarse sobre el piso con flexibilidad.
DFM.M. 1.2	Sube y baja escaleras, utilizando dos pies sobre un solo escalón.
DFM.M. 1.3	Tira una bola.
DFM.M. 1.4	Empuja y hala objetos con ambas manos.
DFM.M. 1.5	Maneja un triciclo mientras pedalea.
DFM.M. 1.6	Dobla hojas de papel en varias partes.
DFM.M. 1.7	Salta con ambos pies.
DFM.M. 1.8	Enrosca y desenrosca las tapas de los envases.
DFM.M. 1.9	Ensarta en un cordón cuentas o carretes de hilo grande.
DFM.M. 1.10	Señala y menciona las partes de su cuerpo (ojo, nariz, dedos) cuando se le pregunta.
DFM.M. 1.11	Explora los atributos físicos de los objetos a su alrededor.
DFM.M. 1.12	Descubre y explora espontáneamente las posibilidades motoras que le ofrece su cuerpo.

DFM.M. 1.13	Explora creativamente las posibilidades motoras de las diversas partes del cuerpo.
DFM.M. 1.14	Agarra la taza y el vaso para beber.
DFM.M. 1.15	Camina con confianza, control y balance.
DFM.M. 1.16	Explora con su cuerpo superficie y objetos de diversas texturas.
DFM.M. 1.17	Participa en juegos que aumentan la salud física.
DFM.M. 1.18	Utiliza sentidos para explorar materiales y experimentar en actividades.

#### **DESARROLLO FÍSICO-SENSORIAL:**

<b>Demuestra el desarrollo de la conciencia sobre el cuidado de su cuerpo mientras amplía su percepción y uso de sus sentidos; así como la práctica de comportamientos saludables.</b>	
El niño:	
DFS.M. 1.1	Utiliza sus sentidos para explorar materiales y experimentar con actividades.
DFS.M. 1.2	Participa de juegos, juega al aire libre y otras formas de juego que aumenten la salud física.
DFS.M. 1.3	Demuestra la habilidad aumentada para lograr destrezas de su auto cuidado independientemente cuando come.
DFS.M. 1.4	Demuestra cuidado por los objetos personales.
DFS.M. 1.5	Discrimina entre una variedad de visiones, olores, texturas y sabores.
DFS.M. 1.6	Explora una amplia variedad de estímulos sensoriales.
DFS.M. 1.7	Combina y utiliza diferentes sentidos dependiendo de la actividad.

<b>DESARROLLO COGNOSCITIVO-CIENTÍFICO:</b>	
<b>Demuestra el conocimiento al entender y utilizar el método científico para indagar y comprender el medio ambiente y poder emitir juicios.</b>	
El niño:	
DCC.M. 1.1	Experimenta acciones correctas o incorrectas, según la sociedad.
DCC.M. 1.2	Comienza a participar en situaciones de transición, obteniendo resultados positivos o negativos.
DCC.M. 1.3	Utiliza el método de tanteo y error para la solución de problemas.
DCC.M. 1.4	Explora los objetos que encuentra a su alrededor y experimenta sus posibilidades.
DCC.M. 1.5	Comprende y utiliza conceptos familiares, tales como caliente, frío, duro, suave y otros.
DCC.M. 1.6	Desarrolla conductas deliberadas y con propósito, a medida que coordina los esquemas previamente aprendidos.
DCC.M. 1.7	Formula preguntas.
DCC.M. 1.8	Utiliza el juego para descubrir, cuestionar y entender el mundo que le rodea.
DCC.M. 1.9	Identifica olores de su ambiente.
DCC.M. 1.10	Demuestra interés en la función de los objetos y su movimiento.
DCC.M. 1.11	Utiliza herramientas científicas en su juego.

<b>DESARROLLO CONGNOSCITIVO-LÓGICO-MATEMÁTICO:</b>	
<b>Demuestra interés en pensar y resolver problemas matemáticos que conllevan reconocer, entender y establecer relaciones cuantitativas, espaciales entre los objetos; personas y acontecimientos del medio ambiente.</b>	
El niño:	
DCLM.M. 1.1	Arma rompecabezas de piezas grandes.
DCLM.M. 1.2	Construye torres con bloques.
DCLM.M. 1.3	Coloca clavijas grandes en un tablero.
DCLM.M. 1.4	Inserta objetos más pequeños en objetos más grandes.
DCLM.M. 1.5	Ensarta en un cordón cuencas o carretas de hilo grandes.
DCLM.M. 1.6	Observa y agrupa objetos que encuentra a su alrededor y experimenta sus posibilidades.
DCLM.M. 1.7	Agrupa objetos con características similares.
DCLM.M. 1.8	Demuestra destreza de conteo sin significado.
DCLM.M. 1.9	Comienza a incorporar nociones de cantidad, tales como: "poco", "mucho", "uno", "más", etc.
DCLM.M. 1.10	Comienza a utilizar nociones del tiempo, tales como: "ahora", después", "mañana" y "ayer".
DCLM.M. 1.11	Comienza a adueñarse del concepto "número".
DCLM.M. 1.12	Identifica objetos por su tamaño (grande-pequeño).
DCLM.M. 1.13	Forma conjuntos con objetos de su ambiente.
DCLM.M. 1.14	Comienza a manejar adecuadamente conceptos espaciales, tales como arriba/abajo, dentro/fuera, encima/debajo, etc.
DCLM.M. 1.15	Clasifica los objetos por sus características y funciones.
DCLM.M. 1.16	Comienza a agrupar y a parear objetos.
DCL.M.M.1.17	Utiliza el contar y el vocabulario de números como parte del juego.

DCLM.M. 1.18	Experimenta con patrones y formas.
DCLM.M. 1.19	Explora la medición, la enumeración y la cuantificación con diferentes materiales.
DCLM.M. 1.20	Comienza a usar números y a contar como un método de resolver problemas, predecir y medir cantidades.
DCLM.M. 1.21	Usa correspondencias uno a uno para contar objetos y agrupar grupos de objetos.
DCLM.M. 1.22	Agrupar objetos de acuerdo a su forma y tamaño.
DCLM.M. 1.23	Agrupar y nombra un número de objetos similares en categorías simples.

### **DESARROLLO LINGÜÍSTICO-ORAL:**

**Demuestra el desarrollo del lenguaje oral al comunicar sus pensamientos, ideas, sentimientos, necesidades, emociones y preferencias con la intención de expresarse e interactuar con otros.**

El niño:

DLO.M. 1.1	Hace referencia a su persona por su nombre.
DLO.M. 1.2	Menciona las cosas que le gusta hacer.
DLO.M. 1.3	Es imaginativo y original en sus ideas.
DLO.M. 1.4	Identifica y nombra a los miembros de su familia.
DLO.M. 1.5	Disfruta al mirar y comentar fotos de su familia.
DLO.M. 1.6	Comunica sus ideas desde su punto de vista.
DLO.M. 1.7	Expresa con palabras o actos su aprecio a otros.
DLO.M. 1.8	Menciona el nombre de sus amigos.
DLO.M. 1.9	Se comunica con facilidad y soltura.
DLO.M. 1.10	Experimenta su capacidad para producir sonidos con diferentes objetos.

DLO.M. 1.11	Anticipa eventos, basándose en experiencias previas.
DLO.M. 1.12	Reconoce el uso de palabras como herramientas para expresar ideas, sentimientos y emociones.
DLO.M. 1.13	Escucha con atención a las demás personas cuando le hablan.
DLO.M. 1.14	Utiliza el vocabulario que le es familiar.
DLO.M. 1.15	Habla sobre situaciones familiares y del diario vivir.
DLO.M. 1.16	Experimenta palabras y expresiones por medio de la dramatización.
DLO.M. 1.17	Incorpora en sus conversaciones, palabras de otros idiomas a los que ha sido expuesto.
DLO.M. 1.18	Incorpora palabras creadas por él para formar oraciones con su significado.
DLO.M. 1.19	Expresa agrado por la lectura de cuentos.
DLO.M. 1.20	Expresa ideas y comentarios, mientras se le lee o se narra un cuento.
DLO.M. 1.21	Utiliza diferentes curvas de entonación para expresar sus sentimientos y estados de ánimo.
DLO.M. 1.22	Utiliza diferentes curvas de entonación para comunicar intenciones distintas (preguntar, pedir, exigir).
DLO.M. 1.23	Habla en voz alta durante sus juegos en solitario.
DLO.M. 1.24	Inventa historias por medio de lo que observa.
DLO.M. 1.25	Expresa situaciones significativas por medio del drama.
DLO.M. 1.26	Expresa ideas por medio de sus muñecas o juguetes favoritos, al usarlos durante el juego dramático.
DLO.M. 1.27	Crea canciones de juego que provienen de sus cuentos, poemas y canciones favoritas.



<b>DESARROLLO LINGÜÍSTICO-SIMBÓLICO:</b>	
<b>Demuestra el desarrollo del lenguaje escrito al explorar y descubrir la palabra escrita por medio de experiencias significativas en las que observa y reconoce la lectura y escritura como medio de comunicación.</b>	
El niño:	
DLS.M. 1.1	Agarra y maneja diversos instrumentos, tales como creyones, pinceles, lápices, marcadores y otros.
DLS.M. 1.2	Colorea con creyones gruesos y finos.
DLS.M. 1.3	Anticipa eventos, basándose en experiencias previas.
DLS.M. 1.4	Escucha y disfruta de la lectura de historias en las que predomina la rima y la repetición.
DLS.M. 1.5	Escucha y disfruta la narración.
DLS.M. 1.6	Menciona el nombre del contenido de láminas, etiquetas y otros.
DLS.M. 1.7	Explora el uso y manejo de materiales de escritura, tales como: creyones, marcadores, lápices y pinceles.
DLS.M. 1.8	Produce representaciones gráficas, tales como el garabato desordenado y organizado.
DLS.M. 1.9	Identifica rótulos de su ambiente.
DLS.M. 1.10	Escucha con atención narraciones y presentaciones de historias cortas.
DLS.M. 1.11	Relaciona eventos de la lectura con situaciones que le son familiares y significativos.
DLS.M. 1.12	Escoge libros por ser leídos por un adulto.
DLS.M. 1.13	Escucha la lectura de un cuento en otro idioma.
DLS.M. 1.14	Realiza trazos intencionales de mayor complejidad.
DLS.M. 1.15	Utiliza símbolos y formas de escritura tempranas para crear juegos más complejo.
DLS.M. 1.16	Utiliza herramientas y materiales de escritura en todas las áreas del ambiente de aprendizaje.

DLS.M. 1.17	Experimenta con una variedad de herramientas y materiales de escritura.
DLS.M. 1.18	Usa garabatos, formas y símbolos que semejan letras para escribir o representar palabras o ideas.
DLS.M. 1.19	Empieza a dictar ideas, oraciones y cuentos.
DLS.M. 1.20	Escucha y habla sobre una variedad de tipos de literatura.
DLS.M. 1.21	Trata y cuida los libros de forma respetuosa.
DLS.M. 1.22	Relata un cuento con ayuda.
DLS.M. 1.23	Conecta información a experiencias familiares cuando se le lee un cuento.
DLS.M. 1.24	Explora e investiga libros y otras formas de palabras impresas.

<b>DESARROLLO CREATIVO - MUSICAL:</b>	
<b>Demuestra sensibilidad y aprecio por la música al explorarla a través de diversas experiencias.</b>	
El niño:	
DCM.M. 1.1	Experimenta su capacidad para producir sonidos con diferentes objetos.
DCM.M. 1.2	Participa en juegos rítmicos.
DCM.M. 1.3	Discrimina entre los sonidos (suave, fuerte, melodioso, estridente).
DCM.M. 1.4	Recrea sonidos y se aproxima al tono alto o bajo.
DCM.M. 1.5	Escucha la música y reacciona a ella (baila, canta, tararea, improvisa).
DCM.M. 1.6	Produce sonidos al hacer uso de objetos del hogar.
DCM.M. 1.7	Explora los juguetes e instrumentos musicales.
DCM.M. 1.8	Identifica sonidos musicales, mientras los escucha en una grabación.

DCM.M. 1.9	Identifica instrumentos musicales.
DCM.M. 1.10	Canta frases de canciones conocidas.
DCM.M. 1.11	Improvisa las letras de las canciones.
DCM.M. 1.12	Utiliza el movimiento, una variedad de materiales y la música mientras juegan para representar cuentos, sentimientos y experiencias.
DCM.M. 1.13	Compone melodías con diversos tipos de instrumentos.
DCM.M.1.14	Mueve su cuerpo en respuesta al tiempo (rápido/lento) y al ritmo de la música.
DCM.M. 1.15	Crea y realiza movimientos, mientras escucha melodías.
DCM.M. 1.16	Participa en actividades musicales que enfatizan la repetición y la rima.
DCM.M. 1.17	Utiliza el juego con los dedos (finger play) en canciones que conllevan este tipo de acción.
DCM.M. 1.18	Disfruta las actividades de movimiento creativo.
DCM.M. 1.19	Participa en actividades musicales utilizando una variedad de materiales para su expresión y representación.

### **DESARROLLO CREATIVO-ARTES PLÁSTICAS:**

<b>Demuestra interés y aprecio por las artes plásticas al crear, de acuerdo con sus intereses, esfuerzos y originalidad.</b>	
El niño:	
DCAP.M. 1.1	Manipula utensilios de arte de diversas maneras.
DCAP.M. 1.2	Colorea una superficie.
DCAP.M. 1.3	Construye estructuras simples, utilizando su conocimiento previo.
DCAP.M. 1.4	Crea nuevas estructuras con materiales moldeables.
DCAP.M. 1.5	Utiliza la imaginación como fuente para la producción de sus creaciones plásticas.

DCAP.M. 1.6	Observa y copia diseños
DCAP.M. 1.7	Asocia sus dibujos con objetos de la realidad y les da nombre.
DCAP.M. 1.8	Crea sus obras por el disfrute y goce del proceso creativo.
DCAP.M. 1.9	Disfruta al colorear las figuras que crea y explorar las posibilidades del color.
DCAP.M. 1.10	Experimenta con pintura dactilar preescolar.
DCAP.M. 1.11	Rasga hojas de papel en pedazos grandes.
DCAP.M. 1.12	Utiliza la tijera para recortar figuras sencillas.
DCAP.M. 1.13	Disfruta de la participación en una variedad de experiencias artísticas.
DCAP.M. 1.14	Moldea la plastilina para formar figuras.
DCAP.M. 1.15	Crea dibujos y pinturas.
DCAP.M. 1.16	Crea sus obras por el disfrute y goce del proceso creativo.
DCAP.M. 1.17	Representa sus ideas con originalidad.
DCAP.M. 1.18	Crea murales de distintas temáticas.
DCAP.M. 1.19	Planifica, trabaja cooperativamente y crea dibujos, pinturas, esculturas y otros proyectos artísticos.
DCAP.M. 1.20	Aprecia y muestra respeto por el trabajo de otros.

### **DESARROLLO CREATIVO-DRAMA:**

**Demuestra el arte de la improvisación al participar en actividades de pantomima, juego dramático, drama informal y otros.**

El niño:

DCD.M. 1.1	Dirige sus actividades de juego.
DCD.M. 1.2	Imita las acciones que realizan los adultos, animales y objetos.

DCD.M. 1.3	Experimenta palabras y expresiones por medio de la dramatización.
DCD.M. 1.4	Utiliza sus muñecas o juguetes favoritos para expresarse a través de ellos durante el juego dramático.
DCD.M. 1.5	Imita los gestos y acciones de las personas que observa a su alrededor.
DCD.M. 1.6	Asume roles como parte del juego dramático (jugar a cocinar, cuidar un bebe, guiar un carro, maquillarse).
DCD.M. 1.7	Inventa sus propios juegos.
DCD.M. 1.8	Habla en voz alta durante sus juegos en solitario.
DCD.M. 1.9	Inventa historias por medio de lo que observa.
DCD.M. 1.10	Expresa situaciones significativas por medio del drama.
DCD.M. 1.11	Se involucra en juego espontáneo e imaginario usando una variedad de materiales para dramatizar cuentos y experiencias.
DCD.M. 1.12	Utiliza instrumentos musicales y herramientas de varios tipos de arte como accesorios teatrales.
DCD.M. 1.13	Realiza monólogo y juego solitario.
DCD.M. 1.14	Crea situaciones y las ejecuta con o sin espectadores.
DCD.M. 1.15	Dirige sus acciones durante el juego dramático.
DCD.M. 1.16	Expresa ideas por medio de sus muñecos o juguetes favoritos, al usarlos durante el juego dramático.
DCD.M. 1.17	Utiliza diferentes curvas de entonación para expresar sus sentimientos y estados de ánimo.
DCD.M. 1.18	Utiliza diferentes curvas de entonación para comunicar intenciones distintas (preguntar, pedir, exigir)
DCD.M. 1.19	Dirige sus actividades de juego.

## PREESCOLAR (3-4 AÑOS Y 11 MESES)

<b>DESARROLLO SOCIO EMOCIONAL</b>	
<b>Demuestra su auto concepto y autocontrol al interactuar con otras personas; demostrando sus sentimientos y emociones, independencia y confianza en si mismo.</b>	
El niño:	
DSE.P. 1.1	Expresa orgullo por sus logros.
DSE.P. 1.2	Demuestra confianza en si mismo al realizar tareas de mayor dificultad.
DSE.P. 1.3	Asume nuevas responsabilidades como: ayudar en el salón, recoger sus juguetes, hacer turnos, etc.
DSE.P. 1.4	Toma decisiones para resolver situaciones cotidianas (selecciona el área de trabajo, intercambia juegos).
DSE.P. 1.5	Controla su comportamiento.
DSE.P. 1.6	Predice algunas consecuencias de cierto comportamiento.
DSE.P. 1.7	Reconoce su persona, como alguien especial, único y valioso.
DSE.P. 1.8	Aprecia los talentos y habilidades que los demás poseen.
DSE.P. 1.9	Acepta, expresa e identifica sus sentimientos y los de los demás (alegría, tristeza, coraje y temor, entre otros).
DSE.P. 1.10	Realiza acciones que contribuyen al desarrollo de su independencia (comer solo, ir al baño, vestirse).
DSE.P. 1.11	Respeto las reglas de convivencia.
DSE.P. 1.12	Hace amigos con facilidad.
DSE.P. 1.13	Comparte con otros niños, el desempeño de tareas asignadas.
DSE.P. 1.14	Participa y coopera dentro de un grupo.
DSE.P. 1.15	Expresa frases de respeto cuando es necesario (por favor, gracias, etc.).

DSE.P. 1.16	Comparte y juega con otros con sentidos de cooperación.
DSE.P. 1.17	Identifica aspectos y características que distinguen a un niño de una niña.
DSE.P. 1.18	Establece relaciones con niños de diversos grupos étnicos.
DSE.P. 1.19	Expresa interés por ayudar a sus compañeros.
DSE.P. 1.20	Asume liderazgo durante la interacción con otros niños.
DSE.P. 1.21	Establece normas al jugar con otros.
DSE.P. 1.22	Desarrolla patrones de interacción pro-social dirigidos a esperar su turno y a participar en un grupo activamente.
DSE.P. 1.23	Confía en el maestro (educador), aunque este sea un adulto extraño para él.
DSE.P. 1.24	Utiliza herramientas de carpintería (martillo, clavos y otros) con supervisión y siguiendo las reglas de seguridad.
DSE.P. 1.25	Conoce y comprende a los que le rodean, al asumir diferentes roles.
DSE.P. 1.26	Espera su turno para hablar e interrumpe con menos frecuencia.
DSE.P. 1.27	Comunica en forma asertiva sus sentimientos e ideas.
DSE.P. 1.28	Expresa emociones y sentimientos por medio del drama.
DSE.P. 1.29	Comunica en forma asertiva sus sentimientos e ideas.
DSE.P. 1.30	Participa en una variedad de juegos individuales y grupales.
DSE.P. 1.31	Demuestra confianza en sus habilidades.
DSE.P. 1.32	Juega con otros niños.
DSE.P. 1.33	Participa en la solución de conflictos.

### DESARROLLO FÍSICO-MOTOR:

**Demuestra el desarrollo de la conciencia corporal, al utilizar sus sentidos y practicar los movimientos de los músculos finos y gruesos; dirigidos al movimiento y la acción como formas de expresión.**

El niño:

DFM.P. 1.1	Completa una tarea asignada.
DFM.P. 1.2	Identifica las partes de su cuerpo como suyas.
DFM.P. 1.3	Menciona rasgos que caracterizan su yo.
DFM.P. 1.4	Sube y baja escaleras alternando los pies.
DFM.P. 1.5	Corre sin dificultad.
DFM.P. 1.6	Utiliza la tijera para recortar figuras sencillas.
DFM.P. 1.7	Mantiene el equilibrio en un solo pie.
DFM.P. 1.8	Rasga hojas de papel en pedazos grandes.
DFM.P. 1.9	Lanza la bola por encima del hombro.
DFM.P. 1.10	Patea una bola.
DFM.P. 1.11	Balancea sus brazos al caminar.
DFM.P. 1.12	Camina sobre una línea recta.
DFM.P. 1.13	Salta en un solo pie.
DFM.P. 1.14	Abotona y desabotona su ropa.
DFM.P. 1.15	Moldea la plastilina para formar figuras.
DFM.P. 1.16	Vierte líquidos en envases.
DFM.P. 1.17	Maneja el ratón de la computadora.
DFM.P. 1.18	Participa en actividades con agua y arena.



DFM.P. 1.20	Identifica y señala las partes del cuerpo.
DFM.P. 1.21	Disfruta de la capacidad motora de su cuerpo.
DFM.P. 1.22	Disfruta las experiencias de movimiento creativo.
DFM.P. 1.23	Explora creativamente la capacidad motora de las diferentes partes de su cuerpo.
DFM.P. 1.24	Expresa satisfacción y orgullo por la capacidad y singularidad de su cuerpo.
DFM.P. 1.25	Explora los atributos físicos de los objetos a su alrededor.
DFM.P. 1.26	Descubre y explora espontáneamente las posibilidades motoras que le ofrece su cuerpo.
DFM.P. 1.27	Empuja y hala objetos con ambas manos.
DFM.P. 1.28	Explora con su cuerpo superficies y objetos de diversas texturas.
DFM.P. 1.29	Comienza a entender el valor de los alimentos.
DFM.P. 1.30	Desarrolla coordinación y balance en una variedad de equipos de patio.
DFM.P. 1.31	Participa en juegos que aumentan la salud física.
DFM.P. 1.32	Utiliza sentidos para explorar materiales y experimentar en actividades.
DFM.P. 1.33	Demuestra conocimiento de su cuerpo y espacio para moverse.

<b>DESARROLLO FÍSICO-SENSORIAL:</b>	
<b>Demuestra el desarrollo sobre el cuidado de su cuerpo mientras amplía su percepción y uso de sus sentidos; así como la práctica de comportamientos saludables.</b>	
El niño:	
DFS.P. 1.1	Utiliza sus sentidos para explorar materiales y experimentar con actividades.
DFS.P. 1.2	Participa de juegos, jugar al aire libre y otras formas de juego que aumenta la salud física.

DFS.P. 1.3	Comienza a utilizar prácticas de salud y de seguridad.
DFS.P. 1.4	Inicia actividades que retan su cuerpo de diferentes formas.
DFS.P. 1.5	Demuestra conocimiento de la seguridad cuando está usando materiales.
DFS.P. 1.6	Demuestra el desarrollo de habilidades para lograr destrezas de su auto cuidado independientemente cuando come.
DFS.P. 1.7	Demuestra cuidado por los objetos personales.
DFS.P. 1.8	Discrimina entre una variedad de visiones, olores, texturas y sabores.
DFS.P. 1.9	Explora una amplia variedad de estímulos sensoriales.
DFS.P. 1.10	Combina y utiliza diferentes sentidos dependiendo de la actividad.

<b>DESARROLLO COGNOSCITIVO-CIENTÍFICO:</b>	
<b>Demuestra el conocimiento al entender y utilizar el método científico para indagar y comprender el medio ambiente y poder emitir juicios.</b>	
El niño:	
DCC.P. 1.1	Explora juguetes y materiales educativos y demuestra entusiasmo por actividades novedosas.
DCC.P. 1.2	Identifica los roles que desempeña los servidores públicos en su comunidad.
DCC.P. 1.3	Crea un sistema de aprendizaje por medio de la interacción, observación e imitación.
DCC.P. 1.4	Desarrolla sus capacidades al máximo al interactuar con un adulto o par competente.
DCC.P. 1.5	Vierte líquidos en envases.
DCC.P. 1.6	Identifica y señala las partes del cuerpo.
DCC.P. 1.7	Utiliza el tacto para identificar objetos y texturas (suaves, ásperas, duras y blandas).

DCC.P. 1.8	Identifica, describe y compara diferentes sabores (dulce, amargo, salado, agrio).
DCC.P. 1.9	Escucha e identifica sonidos del ambiente.
DCC.P. 1.10	Identifica olores de su ambiente.
DCC.P. 1.11	Demuestra interés en la función de los objetos y su movimiento.
DCC.P. 1.12	Explora la relación entre causa y efecto.
DCC.P. 1.13	Comprende y puede explicar algunas relaciones de causa y efecto.
DCC.P. 1.14	Reconoce algunos cambios o transformaciones de ciertos materiales, alimentos y objetos, por sus características físicas.
DCC.P. 1.15	Identifica las propiedades de los objetos (forma, tamaño, color y textura).
DCC.P. 1.16	Observa y experimenta, el funcionamiento y crecimiento de los organismos vivos.
DCC.P. 1.17	Explora y comprende la reacción de objetos cuando se exponen a ciertas condiciones, tales como flotación, producción de sombra, reflexión de luz y capacidad del imán para atraer el hierro.
DCC.P. 1.18	Formula preguntas en formas constantes.
DCC.P. 1.19	Explora nuevas experiencias.
DCC.P. 1.20	Descubre nuevos usos para las "cosas".
DCC.P. 1.21	Utiliza herramientas científicas en su juego.
DCC.P. 1.22	Recopila, describe y aprende a registrar información a través de discusiones, dibujos y gráficas.
DCC.P. 1.23	Utiliza herramientas y sus sentidos para hacer observaciones, recopilar y registrar información y hacer predicciones sobre lo que pueda suceder.
DCC.P. 1.24	Explora relaciones de tiempo, temperatura, causa/efecto basándose en experiencias de vida diaria.

<b>DESARROLLO COGNOSCITIVO-LÓGICO –MATEMÁTICO:</b>	
<b>Demuestra interés en pensar y resolver problemas matemáticos que conllevan reconocer, entender y establecer relaciones cuantitativas, espaciales entre los objetos; personas y acontecimientos del medio ambiente</b>	
El niño:	
DCLM.P. 1.1	Crea varios diseños, usando la tabla de clavijas.
DCLM.P. 1.2	Arma rompecabezas de 6 ó más piezas grandes.
DCLM.P. 1.3	Agrupar y separa objetos por categoría.
DCLM.P. 1.4	Clasifica objetos, según características.
DCLM.P. 1.5	Comprende y utiliza algunos conceptos de medidas (más, menos, mucho y poco).
DCLM.P. 1.6	Reconoce y compara diferentes formas de los objetos de su ambiente.
DCLM.P. 1.7	Reconoce y utiliza algunos conceptos de tiempo, tales como "hoy", "ayer" y "mañana".
DCLM.P. 1.8	Ordena objetos en serie, desde el más pequeño, al más grande.
DCLM.P. 1.9	Comprende y utiliza palabras para describir las relaciones espaciales que observa en su entorno (detrás, lejos, debajo, encima, arriba).
DCLM.P. 1.10	Comienza a establecer la relación de correspondencia entre dos objetos (correspondencia biunívoca).
DCLM.P. 1.11	Comienza a comprender la relación entre el numeral y la cantidad.
DCLM.P. 1.12	Identifica y describe objetos por su longitud y altura.
DCLM.P. 1.13	Forma conjuntos de pocos y muchos elementos.
DCLM.P. 1.14	Cuenta con significado grupos de objetos.
DCLM.P. 1.15	Identifica las diferentes figuras geométricas.
DCLM.P. 1.16	Clasifica instrumentos musicales por sonidos, forma y tamaño.
DCLM.P. 1.17	Crea diferentes soluciones para una situación.

DCLM.P. 1.18	Comienza a agrupar y a parear objetos.
DCLM.P. 1.19	Utiliza el contar y el vocabulario de números como parte del juego.
DCLM.P. 1.20	Experimenta con patrones y formas.
DCLM.P. 1.21	Explora la medición, la enumeración y la cuantificación con diferentes materiales.
DCLM.P. 1.22	Parea, sorteá, pone en series y reagrupa objetos de acuerdo a una característica.
DCLM.P. 1.23	Comienza a usar números y a contar como un método de resolver problemas, predecir y medir cantidades.
DCLM.P. 1.24	Usa correspondencias uno a uno para contar objetos y agrupar grupos de objetos.
DCLM.P. 1.25	Agrupá objetos de acuerdo a su forma y tamaño.
DCLM.P. 1.26	Agrupá y nombra un número de objetos similares en categorías simples.
DCLM.P. 1.27	Comienza a ordenar, comparar o describir objetos de acuerdo a su tamaño, longitud, anchura y peso usando métodos estándar y no estándares.

<b>DESARROLLO LINGÜÍSTICO-ORAL:</b>	
<b>Demuestra el desarrollo del lenguaje oral al comunicar sus pensamientos, ideas, sentimientos, necesidades, emociones y preferencias con la intención de expresarse e interactuar con otros.</b>	
El niño:	
DLO.P. 1.1	Identifica la relación que existe entre los miembros de su familia.
DLO.P. 1.2	Desarrolla destrezas de trabajo en equipo.
DLO.P. 1.3	Formula preguntas en forma constante.
DLO.P. 1.4	Participa en diálogos, ya sea como emisor o receptor.
DLO.P. 1.5	Construye oraciones de mayor extensión al combinar palabras y frases para comunicar sus ideas.
DLO.P. 1.6	Crea nuevas palabras, mientras practica y combina palabras que ya son familiares.
DLO.P. 1.7	Construye, practica y expande esquemas lingüísticos, mediante la interacción verbal con el adulto.
DLO.P. 1.8	Expresa un mensaje haciendo uso de un vocabulario variado y extenso.
DLO.P. 1.9	Responde a instrucciones verbales.
DLO.P. 1.10	Incorpora palabras familiares durante sus conversaciones.
DLO.P. 1.11	Crea monólogo y expresa en voz alta sus experiencias, sentimientos y deseos.
DLO.P. 1.12	Comparte sus experiencias verbalmente.
DLO.P. 1.13	Demuestra fluidez al expresar sus ideas.
DLO.P. 1.14	Expresa agrado al escuchar a las personas hablar otro idioma.
DLO.P. 1.15	Construye frases utilizando palabras de otro idioma durante su conversación.
DLO.P. 1.16	Relata sucesos que son significativos para él en una narración.

DLO.P. 1.17	Interrumpe la lectura para hacer comentarios.
DLO.P. 1.18	Formula preguntas durante la narración.
DLO.P. 1.19	Expresa interés por la literatura en otro idioma.
DLO.P. 1.20	Expresa ideas y sentimientos.
DLO.P. 1.21	Recrea e imita, a través de gestos, movimientos y dialogo diferentes situaciones.
DLO.P. 1.22	Crea diálogos durante sus dramatizaciones.
DLO.P. 1.23	Identifica personajes de la obra que observa.
DLO.P. 1.24	Crea canciones de juego que provienen de sus cuentos, poemas y canciones favoritas.

#### **DESARROLLO LINGÜÍSTICO-SIMBÓLICO:**

**El niño demuestra el desarrollo del lenguaje escrito al explorar y descubrir la palabra escrita por medio de experiencias significativas en las que observa y reconoce la lectura y escritura como medio de comunicación.**

El niño:

DLS.P. 1.1	Escucha y disfruta de la lectura de cuentos y de narraciones.
DLS.P. 1.2	Voltea las páginas de un libro o revista, imitando el comportamiento del adulto al leer convencionalmente.
DLS.P. 1.3	Observa y reproduce rasgos particulares de las letras.
DLS.P. 1.4	Manipula letras y palabras, mediante la participación activa al leer y escribir espontáneamente.
DLS.P. 1.5	Dramatiza personajes y situaciones presentadas en la lectura.
DLS.P. 1.6	Reconoce relaciones espaciales en los libros (arriba-abajo, izquierda-derecha).
DLS.P. 1.7	Construye su propio texto utilizando las láminas que observa en el libro.

DLS.P. 1.8	Relata sucesos que son significativos para él en una narración.
DLS.P. 1.9	Relaciona eventos de la lectura con situaciones que le son familiares y significativas.
DLS.P. 1.10	Escribe de manera no convencional, utilizando dibujos, garabatos, letras inventadas y letras al azar.
DLS.P. 1.11	Escribe hileras de letras seleccionadas al azar y en dirección horizontal (escritura prealfabética)
DLS.P. 1.12	Construye palabras, mediante letras invitadas.
DLS.P. 1.13	Reconoce libros, revistas y periódicos.
DLS.P. 1.14	Selecciona libros para ser leídos por él, por su par o por un adulto.
DLS.P. 1.15	Utiliza la computadora para crear historias.
DLS.P. 1.16	Utiliza la computadora para crear diseños, dibujos o pinturas de su inspiración.
DLS.P. 1.17	Reacciona en forma original y creativa a la narración de cuentos y representaciones dramáticas, títeres, obras para niños, etc..
DLS.P. 1.18	Utiliza símbolos y formas de escritura tempranas para crear juego más complejo.
DLS.P. 1.19	Utiliza herramientas y materiales de escritura en todas las áreas del ambiente de aprendizaje.
DLS.P. 1.20	Comienza a escribir su propio nombre.
DLS.P. 1.21	Entiende que la escritura lleva un mensaje.
DLS.P. 1.22	Experimenta con una variedad de herramientas y materiales de escritura.
DLS.P. 1.23	Usa garabatos, formas y símbolos que semejan letras para escribir o representar palabras o ideas.
DLS.P. 1.24	Empieza a dictar ideas, oraciones y cuentos.
DLS.P. 1.25	Comienza a asociar sonidos con palabras escritas.



DLS.P. 1.26	Reconoce y genera ritmos.
DLS.P. 1.27	Trata de leer o contar un cuento y adivina lo que sucederá después.
DLS.P. 1.28	Escucha y habla sobre una variedad de tipos de literatura.
DLS.P. 1.29	Trata y lee los libros con cuidado.
DLS.P. 1.30	Relata un cuento con ayuda.
DLS.P. 1.31	Conecta información a experiencias familiares cuando se lee un cuento.
DLS.P. 1.32	Demuestra la comprensión del significado de un cuento.
DLS.P. 1.33	Explora e investiga libros y otras formas de palabras impresas.
DLS.P. 1.34	Entiende que las palabras impresas llevan un mensaje.
DLS.P. 1.35	Reconoce su propio nombre escrito.
DLS.P. 1.36	Identifica algunas letras impresas.
DLS.P. 1.37	Conoce los nombres de la mayoría de las letras.

### **DESARROLLO CREATIVO-MUSICAL:**

**El niño demuestra sensibilidad y aprecio por la música al explorarla a través de diversas experiencias.**

El niño:

DCM.P. 1.1	Experimenta diferentes movimientos con su cuerpo.
DCM.P. 1.2	Explora y comprende conceptos musicales básicos como tono, duración, tiempo y ritmo.
DCM.P. 1.3	Clasifica instrumentos musicales por sonido, forma y tamaño.
DCM.P. 1.4	Memoriza y canta canciones completas.
DCM.P. 1.5	Ejecuta movimientos, siguiendo el ritmo.
DCM.P. 1.6	Cambia de un movimiento a otro con rapidez.

DCM.P. 1.7	Amplía su capacidad vocal.
DCM.P. 1.8	Identifica instrumentos de orquesta.
DCM.P. 1.9	Explora la diversidad cultural, a través de diferentes experiencias musicales.
DCM.P. 1.10	Comprende y utiliza algunos términos del campo musical.
DCM.P. 1.11	Identifica varios tipos de música.
DCM.P. 1.12	Produce música con instrumentos.
DCM.P. 1.13	Disfruta las experiencias de movimiento creativo.
DCM.P. 1.14	Disfruta de actividades que presentan patrones de movimientos repetitivos y dirigidos.
DCM.P. 1.15	Participa en actividades musicales que enfatizan la repetición y la rima.
DCM.P. 1.16	Utiliza el movimiento y una variedad de estilos e instrumentos musicales mientras juegan para representar cuentos, sentimientos y experiencias.
DCM.P. 1.17	Utiliza el movimiento y una variedad de estilos musicales para expresar y entender e interpretar experiencias.
DCM.P. 1.18	Participa en actividades musicales utilizando una variedad de materiales para su expresión y representación.

#### **DESARROLLO CREATIVO-ARTES PLÁSTICAS:**

**El niño demuestra interés y aprecio por las artes plásticas al crear, de acuerdo con sus intereses, esfuerzos y originalidad.**

El niño:

DCAP.P. 1.1	Valoriza su capacidad para producir trabajos creativos y personales.
DCAP.P. 1.2	Rasga hojas de papel en pedazos grandes.
DCAP.P. 1.3	Utiliza la tijera para recortar figuras sencillas

DCAP.P. 1.4	Crea dibujos utilizando pintura dactilar.
DCAP.P. 1.5	Moldea la plastilina para formar figuras.
DCAP.P. 1.6	Demuestra interés en la producción de construcciones y diseños con diversos materiales.
DCAP.P. 1.7	Observa y copia diseños.
DCAP.P. 1.8	Crea representaciones tridimensionales.
DCAP.P. 1.9	Dibuja la figura humana.
DCAP.P. 1.10	Representa objetos de diferentes maneras.
DCAP.P. 1.11	Dibuja personas y objetos que le son familiares.
DCAP.P. 1.12	Crea dibujos y pinturas.
DCAP.P. 1.13	Utiliza técnicas de grabado.
DCAP.P. 1.14	Crea murales de distintas temáticas.
DCAP.P. 1.15	Reutiliza y recicla objetos y materiales del ambiente para crear sus obras.
DCAP.P. 1.16	Representa sus ideas con originalidad.
DCAP.P. 1.17	Crea sus obras por el disfrute y goce del proceso creativo.
DCAP.P. 1.18	Planifica, trabaja cooperativamente y crea dibujos, pinturas, esculturas y otros proyectos artísticos.
DCAP.P. 1.19	Disfruta de la participación en una variedad de experiencias artísticas.
DCAP.P. 1.20	Aprecia y muestra respeto por el trabajo de otros.
DCAP.P. 1.21	Comienza a notar diferencias en las artes de diferentes culturas.

<b>DESARROLLO CREATIVO-DRAMA:</b>	
<b>El niño demuestra el arte de la improvisación al participar en actividades de pantomima, juego dramático, drama informal y otros.</b>	
El niño:	
DCD.P. 1.1	Socializa por medio de la dramatización, asumiendo roles.
DCD.P. 1.2	Desarrolla empatía por medio del juego y el drama.
DCD.P. 1.3	Practica el juego dramático que le provee oportunidad para desarrollar sus habilidades lingüísticas.
DCD.P. 1.4	Resuelve problemas, a través de la dramatización espontánea.
DCD.P. 1.5	Dramatiza personajes y situaciones presentadas en la lectura.
DCD.P. 1.6	Recrea e imita, a través de gestos, movimientos y dialogo, en diferentes situaciones.
DCD.P. 1.7	Participa con entusiasmo en actividades de juego dramático.
DCD.P. 1.8	Expresa emociones y sentimientos por medio del drama.
DCD.P. 1.9	Puede imitar y representar diferentes estados de ánimo como parte de un juego (imita, a través de voces y gestos, un personaje con alegría, coraje, tristeza).
DCD.P. 1.10	Reacciona en forma original y creativa a la narración de cuentos y representaciones dramáticas de títeres y obras para niños.
DCD.P. 1.11	Asume roles como parte del juego dramático (papá, mamá, doctora, maestra, bailarina, monstruo).
DCD.P. 1.12	Utiliza experiencias previas para la solución de problemas durante la dramatización.
DCD.P. 1.13	Crea diálogos durante sus dramatizaciones.
DCD.P. 1.14	Observa y participa de actividades dramáticas.
DCD.P. 1.15	Se involucra en juegos espontáneos e imaginativos usando una variedad de materiales para dramatizar cuentos y experiencias.
DCD.P. 1.16	Explora varios roles en representaciones dramáticas a través de accesorios teatrales, lenguajes y roles de fantasía con otros.

## GLOSARIO

<b>Conciencia fonológica</b>	El concepto emergente de la relación entre los sonidos del lenguaje oral y su representación gráfica.
<b>Conocimiento empírico</b>	Conocimiento basado en la experiencia.
<b>Correspondencia biunívoca</b>	Es simplemente una correspondencia de un elemento de un conjunto hacia otro elemento de otro conjunto.
<b>Diversidad cultural</b>	Variedad y riqueza étnica, lingüística, de género gastronómica, actitudinal, etc.
<b>Escritura compartida</b>	En la escritura compartida los preescolares comparten el mensaje que se va a escribir con la maestra cuya función es servir de secretaria. Es la manera más cercana y directa de demostrar el poder de la escritura
<b>Escritura emergente</b>	Se refiere a los primeros esfuerzos del niño de utilizar la escritura con propósito y sentido.
<b>Garabatos</b>	Rasgos irregulares hecho con la pluma, el lápiz, etc. Escritura mal trazada. Acciones descompasadas con dedos y manos.
<b>Identidad cultural</b>	La identidad cultural de un pueblo está en su historia, construcción social. Toma de conciencia de que se pertenece a un conjunto humano con el cual se comparten visiones, sentimientos, preceptos morales, estéticos, religiosos, políticos y forma de vivir la vida.
<b>Lectura a coro</b>	El maestro lee partes de la selección en voz alta. Los niños también pueden leer en voz alta
<b>Lectura compartida</b>	La lectura y discusión de la selección ocurre simultáneamente. El maestro habla, explica, pregunta. Los niños hacen y confirman sus predicciones usando el texto y la ilustración.
<b>Leer con clave de contexto</b>	El contexto es un conjunto de circunstancias en que se produce el mensaje: lugar y tiempo, cultura del emisor y receptor, etc. y que permiten su correcta comprensión.
<b>Modelos</b>	Punto de referencia para imitarlo o reproducirlo.

<b>Nacionalidad</b>	Condición y carácter peculiar de los pueblos y habitantes de una nación. paz colectiva – Estado de tranquilidad o quietud, ausencia de disturbios, agitación o conflictos en la sociedad.
<b>Número</b>	Es una entidad abstracta que representa una cantidad.
<b>Numeral</b>	El símbolo de un número.
<b>Patrimonio histórico cultural</b>	Constituido por todos aquellos y manifestaciones tangibles o intangibles producidas por la sociedad, resultado de un proceso histórico en donde la producción de ideas y del material se constituye en factores que identifican y diferencian a ese país o región.
<b>Pared de vocabulario</b>	Conjunto de palabras relacionadas a una unidad temática desplegadas en la pared.
<b>Posiciones ordinales</b>	Es la posición de un elemento perteneciente en un conjunto ordenado.
<b>Predicciones</b>	Acción y efecto de predecir. Palabras que manifiestan aquello que se predice. Sonidos onomatopéyicos – Es el uso de una palabra o en oraciones un grupo de palabras, cuya pronunciación imita el sonido de aquello que describe.
<b>Propiedades</b>	Atributo o cualidad esencial de algo.
<b>Representación pictórica</b>	Diagrama de una distribución de datos que se representan mediante dibujos.
<b>Sistemas</b>	Conjunto de cosas que relacionadas entre sí, ordenadamente, contribuyen a determinado objeto. Conjunto de reglas o principios sobre una materia racionalmente enlazadas entre sí.

# APÉNDICE

## ESTÁNDARES PARA EL "ASSESSMENT"

### Consideraciones generales

En este documento se recopilan los estándares que deben regir el proceso educativo del niño desde su nacimiento hasta los 4 años y 11 meses, partiendo de las dimensiones del desarrollo. El niño de edad preescolar está en continuo crecimiento, ya que en esta etapa se desarrolla en los aspectos físico, cognitivo, social, emocional, lingüístico y creativo. Durante este periodo tiene que estar expuesto a experiencias que propendan al fortalecimiento de todos los aspectos señalados, de manera que pueda construir el conocimiento sobre el mundo que le rodea. Por tanto, es importante destacar que el personal que trabaje con la niñez preescolar debe prestar mucha atención a los cambios que van ocurriendo durante el proceso de aprendizaje. Los maestros tienen que investigar y documentar constantemente el proceso de construcción de conocimiento que ocurre en esta importante etapa, ya que es la base para su desarrollo futuro. El proceso de evaluación es sistemático. Además, entre los estándares y la evaluación tiene que existir una correlación, que se vea reflejada al utilizar diversos medios, técnicas y estrategias para documentar el proceso de crecimiento holístico de la niñez. Es importante destacar que la evaluación comprende, tanto técnicas y estrategias de medición, como de "assessment", ya que es un juicio que se lleva a cabo para tomar decisiones. La medición es un proceso en el cual se utilizan diversos instrumentos para obtener datos cuantitativos (Bredenkamp, Sue. 2009).

### DEFINICION DE "ASSESSMENT"

El "assessment" ha sido definido por diversos investigadores, profesionales y entidades; entre ellas, la Asociación Nacional para la Educación de la niñez en Edad Temprana (National Association for the Education of Young Children) con sede en Washington, Estados Unidos. La definición que presentó la NAEYC (1992) es: "El proceso de observar, recopilar y documentar el trabajo que realizan los niños, así como las diversas maneras que se utilizan para llevarlo a cabo. Esto sirve de base para tomar decisiones educativas favorables para la niñez. Dicho proceso involucra cuatro fases: planificar, recopilar e interpretar evidencias y hacer uso de los resultados. Estas fases se dan de forma continua y en espiral, por lo que es imprescindible destacar que hay que utilizar diversos medios para recopilar las evidencias que se utilizarán para evaluar de forma asertiva el desarrollo y el aprendizaje en los niños. El maestro tiene que ser un facilitador, un aprendiz en la sala de clases, así como un estudioso de las técnicas y los estándares que guían el proceso educativo en el ambiente (Koralek, Derry. 2007 trd).

## TECNICAS DE "ASSESSMENT"

El "assessment" conlleva la recopilación de evidencia de una manera informal, formal, directa, indirecta, cualitativa, cuantitativa, integral y continua (Departamento de Educación, 1996). Entre las diversas técnicas de "assessment" se encuentran: observación, diario reflexivo, listas focalizadas, mapas de conceptos, organizadores gráficos, poemas, tirillas cómicas, dibujos, pruebas de ejecución, rúbricas, preguntas abiertas, entrevistas, trabajos de creación, portafolio (Koralek, Derry. 2007 trd). En el nivel que se destaca en este documento se utilizarán diversas técnicas, de acuerdo a cada población infantil.

### SUGERENCIAS PARA EL "ASSESSMENT" EN LA EDUCACION PREESCOLAR

**Entrevista inicial:** La entrevista inicial conlleva el formular una serie de preguntas a los padres y/o cuidadores inmediatos del niño. En la misma se incluirán detalles con respecto al desarrollo prenatal, así como las diversas áreas del desarrollo del niño. La entrevista proveerá la oportunidad de conocer al infante desde que fue gestado hasta la edad en que se reciba en el centro preescolar. Además, proveerá para establecer una comunicación efectiva entre el educuidador y los padres.

**Entrevista inicial con el niño:** Se formula una serie de preguntas, las cuales se le hacen, una vez se le recibe en el centro preescolar. La entrevista proveerá para establecer un lazo de confianza y una comunicación efectiva entre él y el educuidador. Además, se podrán determinar fortalezas y limitaciones que expresen o demuestren.

**Observación directa inicial y de seguimiento:** Este tipo de observación conlleva la recopilación de datos de acuerdo a los estándares establecidos. El maestro establece los parámetros de la observación que llevará a cabo, de manera que expondrá al niño a una serie de actividades y materiales que le permitirán realizar sus habilidades. El educuidador podrá observar con detenimiento las fortalezas y debilidades del niño en las diversas dimensiones del desarrollo. Esta información se recopilaría en hojas de cotejo, escalas de medición y/o record anecdótico.

**Hojas de cotejo:** Las mismas constan de una serie de criterios que designan una tarea, acción o conducta que se espera observar durante el proceso educativo. El maestro tiene que determinar el área que va a observar, establecer un propósito, determinar los indicadores que reflejen lo que va a observar, organizar los indicadores en secuencia lógica para facilitar la observación y utilizar un formato adecuado.



**Escalas de medición:** Incluyen aspectos particulares que se espera observar y proveen un mecanismo para indicar la gradación de la observación realizada. Se incluyen ejemplos, tales como: siempre, casi siempre, a veces, nunca, y otros.

**Record anecdótico:** Es una descripción narrativa donde se anotan las observaciones que se llevan a cabo sin emitir juicio ni opiniones. Su propósito principal es detallar de manera precisa el desarrollo del niño.

**Trabajos de creación:** Incluyen juegos, dramas, canciones y trabajos artísticos. El maestro observa el proceso que se genera, mientras el niño realiza el trabajo. Las observaciones las documentará en una hoja de cotejo o record anecdótico. Además, podrá escribir una narración descriptiva de las dimensiones que se ven reflejadas, a través del trabajo realizado.

**Portafolio:** Colección sistemática de trabajos que realiza el estudiante durante el proceso educativo. En el mismo se documentará el desarrollo del niño de edad preescolar, destrezas y actitudes, así como el desarrollo de los estándares. Además, sirve para demostrar su progreso con relación a los estándares. Se pueden incluir trabajos escritos, diarios, inventarios, dibujos, grabaciones en audio o video, trabajo de creación, entrevistas y anotaciones del maestro, entre otros.

Estas técnicas de "assessment" se integrarán, adaptarán y acomodarán, de acuerdo con las necesidades y habilidades particulares del estudiante.

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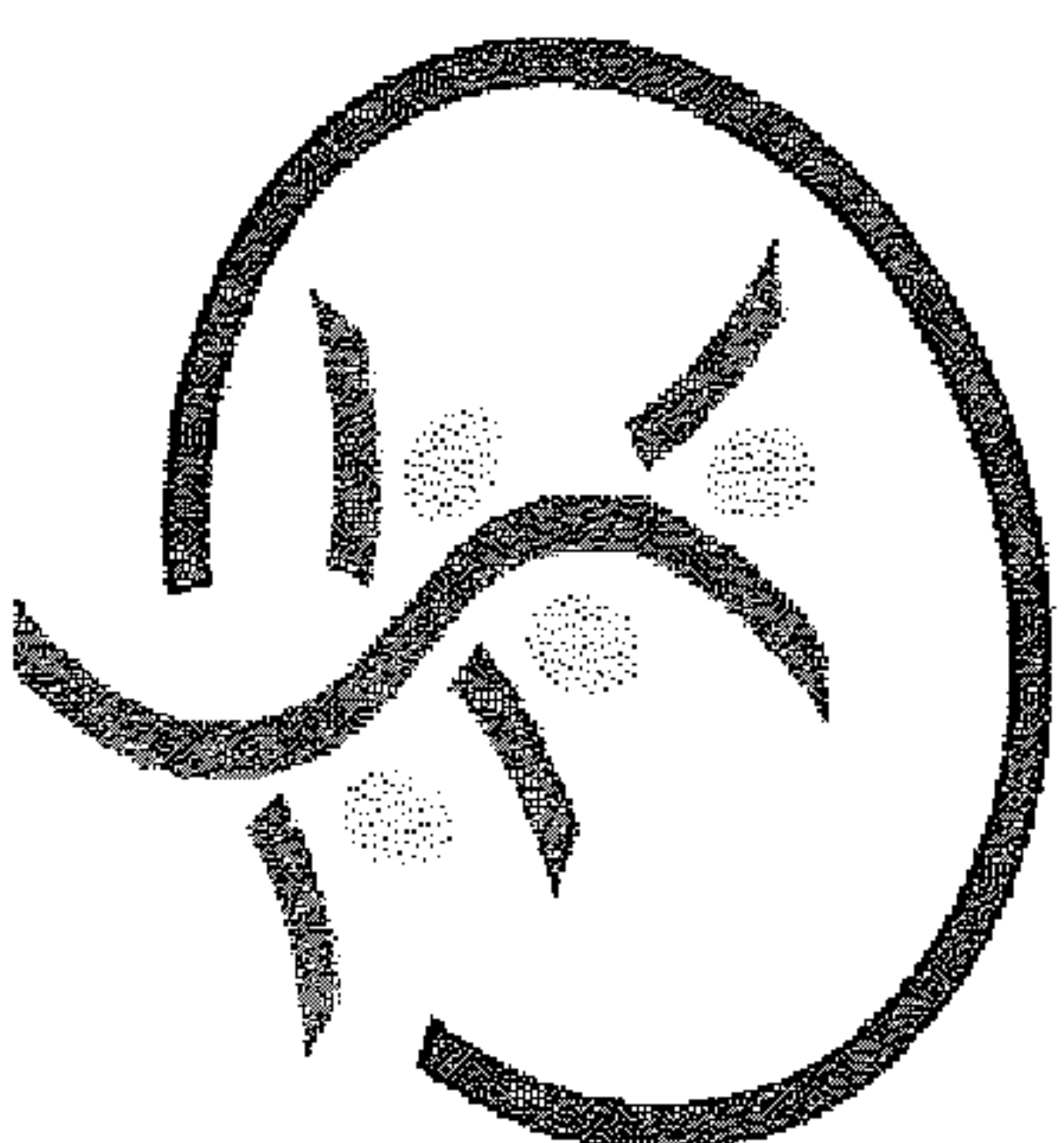
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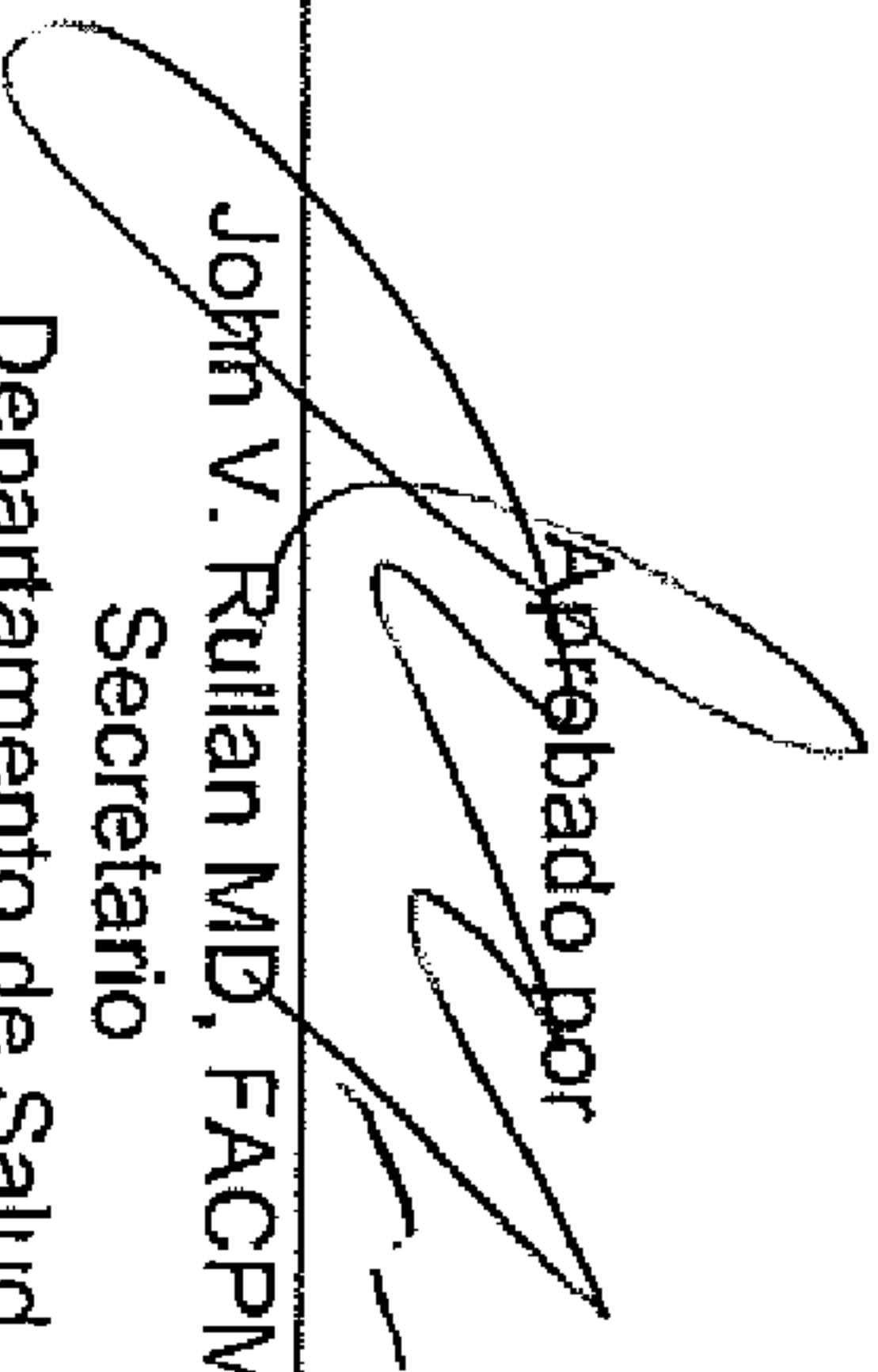
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Estado Libre Asociada de Puerto Rico  
Departamento de Salud

# Guías de Servicios Preventivos Pediátricos

Aprobado por

  
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Departamento de Salud

10 de noviembre de 2008

El Departamento de Salud establece las siguientes guías de cuidado preventivo pediátrico con el propósito de que toda persona de 21 años o menos sea evaluado regularmente por un profesional de la salud. Estas evaluaciones servirán para identificar y diagnosticar tempranamente aquellas condiciones físicas, mentales y conductuales que requieren una pronta atención para prevenir problemas de salud que puedan interferir con el desarrollo pleno de la población pediátrica puertorriqueña.

Durante su elaboración se tomaron en cuenta recomendaciones de paneles de expertos a nivel nacional, estatal y hallazgos epidemiológicos locales. La Tercera Edición del "Bright Futures Guidelines for Health Supervisión of Infants, Children and Adolescents" publicado por la Academia Americana de Pediatría en el 2008 sirvió de base para su desarrollo por ser ampliamente reconocido como el estándar del cuidado pediátrico preventivo. El Bright Futures fue preparado por grupos multidisciplinarios de expertos en el campo de la salud pública y el cuidado pediátrico. Estos deliberaron sobre la evidencia científica más reciente y la opinión de expertos por un periodo de cuatro años antes de establecer sus recomendaciones finales. El documento final establece las edades a las cuales se deben realizar las intervenciones y pruebas recomendadas. Es importante reconocer que las pruebas e intervenciones seleccionadas van dirigidas a velar por la salud pediátrica desde una perspectiva poblacional y no individual y por ende deben de llenar las expectativas de ser sencillas y tener una alta sensibilidad y costo efectividad. Estas guías no tienen la intención de interferir con el juicio clínico y criterio del pediatra para ordenar pruebas confirmatorias y diagnósticas o tratamientos adicionales si la situación particular del individuo así lo requiere.

Un panel de expertos profesionales de la salud que atienden a los niños/as y los adolescentes en Puerto Rico revisó las Guías de Cuidado Preventivo Pediátrico y de Adolescentes vigentes, las nuevas recomendaciones establecidas por Bright Futures y la evidencia epidemiológica disponible. El resultado de esta revisión son las Guías que se incluyen a continuación y las cuales han sido divididas por subgrupos pediátricos.: Infancia, Niñez Temprana, Niñez Tardía y Adolescencia.

Cada tabla esta dividida en dos áreas. El área señalada como "Universal" establece cuales son los procedimientos y pruebas que deben realizársele a todos los que tengan la edad señalada por una X. El área señalada "Selectivos" incluye las edades a las cuales el profesional de la salud debe de evaluar la información obtenida del historial, examen físico, y los resultados de pruebas o cuestionarios de cernimiento administrados para determinar el riesgo individual de la persona que está evaluando y utilizando su mejor juicio clínico debe de proceder a ordenar las pruebas o intervenciones que procedan.

### Cernimientos Médicos Recomendados para Infantes (0-11 meses)

UNIVERSALES	ACCIÓN	RN	1 sem.	1 mo	2 mo	4 mo	6 mo	9 mo
Historial y examen físico		X	X	X	X	X	X	X
Medidas peso y estatura		X	X	X	X	X	X	X
Circunferencia de cabeza		X	X	X	X	X	X	X
Evaluación crecimiento /desarrollo/comportamiento		X	X	X	X	X	X	X
Immunizaciones	De acuerdo a esquema vigente	X			X	X	X	
Guía Anticipatoria		X	X	X	X	X	X	X
<b>Pruebas</b>								
Cernimiento Auditivo	Ley 311, 2003 A infantes con pruebas positivas deben realizárselas la prueba confirmatoria antes de los tres meses de edad y recibir tratamiento definitivo antes de cumplir 6 meses de edad	X						
Cernimiento del Desarrollo	Administrar instrumento de cernimiento validado (ASQ)							X
Cernimiento Metabólico y Hemoglobiopatía	Ley 84, 1987	X						
<b>SELECTIVOS</b>	<b>EVALUACIÓN</b>	<b>ACCIÓN</b>						
Presión	Historial + de riesgo	Presión arterial	*	*	*	*	*	*
Visión	Historial y físico +	Oftalmólogo	*	*	*	*	*	*
Evaluación salud oral	Historial y físico +	Referido dental						*
Audición	Historial sugiere pérdida auditiva	Audiólogo						*
Plomo **	Historial exposición a plomo ambiental	Nivel de Plomo en sangre						*
Tuberculosis	Exposición casos TB	Tuberculina		*				*
Anemia	Historial y físico +, prematuros/bajo peso	Hematocrito				*		

## Cernimientos Médicos Recomendados para Niñez Temprana (1-4 años)

UNIVERSAL	ACCION	12 mo	15 mo	18 m	24 m	30 m	36 m	48 m
Historial y examen físico		X	X	X	X	X	X	X
Peso/ estatura		X	X	X	X	X	X	X
Circunferencia de cabeza		X	X	X	X	X	X	X
Guía Anticipatoria		X	X	X	X	X	X	X
Evaluación desarrollo		X	X	X	X	X	X	X
Evaluación conducta					X	X	X	X
IMC/ BMI						X	X	X
Presión Arterial			X	X			X	X
Inmunizaciones								
<b>Pruebas detección</b>								
Tuberculosis	Tuberculina	X					X	X
Problemas Visuales	Evaluar objetivamente agudeza visual							X
Problemas Auditivos	Audiometría							X
Anemia	Hematocrito	X						
Problemas salud oral	Referido dental	X						
Autismo	Administrar instrumento MCHAT			X			X	
Retraso en el Desarrollo	Administrar instrumento cernimiento							
<b>SELECTIVOS</b>	<b>EVALUACIÓN</b>	<b>ACCION</b>						
Salud oral	Cernimiento de riesgo	Referido	*	*	*	*	*	*
Presión Sanguínea	Historial +	BP	*	*	*	*	*	*
Visión	Historial y físico +	Oftalmólogo	*	*	*	*	*	*
Audición	Historial +	Audiólogo	*	*	*	*	*	*
Anemia	Historial y físico +	Hematocrito		*	*	*	*	*
Dislipidemia	Historial familiar y físico +	Panel lípidos			*	*		*
Plomo**	Exposición a plomo +	Niveles plomo	*			*		

## Cernimientos Médicos Recomendados para Niñez Temprana (5-10 años)

UNIVERSAL	ACCIÓN	5 AÑOS	6 AÑOS	7 AÑOS	8 AÑOS	9 AÑOS	10 AÑOS
Historial y examen físico		X	X	X	X	X	X
Peso/ estatura, IMC/ BMI		X	X	X	X	X	X
Presión Arterial		X	X	X	X	X	X
Guía Anticipatoria		X	X	X	X	X	X
Evaluación Desarrollo		X	X	X	X	X	X
Evaluación Conducta		X	X	X	X	X	X
<b>Pruebas</b>							
Agudeza Visual	Evaluación Objetiva	X	X		X		X
Cernimiento auditivo	Visita audiólogo	X	X		X		X
<b>SELECTIVO</b>	<b>EVALUACIÓN</b>						
Salud Oral	Historial y físico +		*		*		*
Visión	Historial y físico +			*		*	
Audición	Historial +			*		*	
Anemia	Historial y físico +	*	*	*	*	*	*
Plomo	Exposición a plomo +	*	*		*		*
Tuberculosis	Exposición casos TB +	*	*	*	*	*	*
Dislipidemia	Historial familiar y físico +		*		*		*
Immunizaciones	Evaluar cumplimiento con esquema vigente	*	*	*	*	*	*
	ACCIONES						
	Visita dental anual				*		
	Referido oftalmólogo					*	
	Referido audiólogo					*	
	Referido hematocrito				*	*	*
	Niveles plomo				*	*	*
	PPD				*	*	*
	Panel lípidos				*	*	*
	Administrar vacunas necesarias para cumplir con esquema	*	*	*	*	*	*



## Cernimientos Médicos Recomendados para Adolescencia

UNIVERSALES	ACCIÓN	TEMPERANA 11-14 AÑOS	MEDIA 15-17 AÑOS	TARDÍA 18-21 AÑOS
Historial detallado y examen físico	Incluir pélvico de estar activas sexualmente	Annual	Annual	Annual
Peso/ estatura, IMC/ BMI		Annual	Annual	Annual
Presión Arterial		Annual	Annual	Annual
Evaluación Desarrollo		Annual	Annual	Annual
Evaluación Conducta	(Alcohol, Drogas, Tabaco, Aprovechamiento escolar)	Annual	Annual	Annual
Evaluación presencia de Violencia y/o Depresion		Annual	Annual	Annual
Promoción estilos de vida saludables	(Alimentación, Actividad Física, actividad sexual responsable y saludable)	Annual	Annual	Annual
Guía Anticipatoria		Annual	Annual	Annual
Immunizaciones		11 y 12 años		
<b>Pruebas</b>				
Visión	Agudeza visual NAAT s	Una por etapa	Una por etapa	Una por etapa
Prueba en orina para Clamidia	Panel de lípidos en sangre		Una por etapa	
<b>SELECCIONADOS</b>	<b>EVALUACIÓN</b>	<b>ACCIÓN</b>		
Visión	Historial y físico +	Ref. Oftalmólogo	*	*
Audición	Historial +	Ref. Audiólogo	*	*
Anemia	Historial y físico +	Hematocrito	*14	*18
Tuberculosis	Exposición casos TB +	PPD	*	*18
Dislipidemia	Historial familiar, físico +	Panel lípidos	Annual	Annual
ETS/VIH	Historial y físico +	Laboratorios	Annual	Annual
Embarazo	Sospecha embarazo	Prueba serológica	Annual	Annual
Displasia Cervical	Actividad sexual 3 años	Pap smear	*	*
Immunizaciones	Evaluar cumplimiento con esquema	Administrar vacunas necesarias	*	*

BABYSTEPS: THE ROAD TO IMPROVING SERVICE QUALITY IN CENTERS FOR EARLY CHILDHOOD DEVELOPMENT

Standard 1: Positive Relationships

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<p>1.1 Developing positive relationships among teachers, families, and the community.</p>	<p>The center's staff is aware of the child's family background</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Race</li> <li><input type="checkbox"/> Culture</li> <li><input type="checkbox"/> Religion</li> <li><input type="checkbox"/> Native language</li> <li><input type="checkbox"/> Socioeconomic status</li> <li><input type="checkbox"/> Family structure</li> <li><input type="checkbox"/> Area (rural, urban or suburban)</li> <li><input type="checkbox"/> Needs of the family</li> </ul> <p>The center's staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is aware of the services and resources in the community available to children and families</li> </ul>	<p>The center's staff shares the following information with families throughout the year</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expectations</li> <li><input type="checkbox"/> Routine</li> <li><input type="checkbox"/> Classroom rules</li> </ul> <p>The center's staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Keeps the information of family and children confidential</li> </ul>	<p>The center's staff is in constant communication with family members</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is aware of the children's individual needs</li> <li><input type="checkbox"/> Has a plan to ensure a smooth transition from the home to the center and from the center to other services</li> <li><input type="checkbox"/> Informs families of services and resources available in the community</li> </ul>	<p>The center's staff considers the family's concerns regarding the care and development of the child</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Emotional</li> <li><input type="checkbox"/> Physical</li> <li><input type="checkbox"/> Motor</li> <li><input type="checkbox"/> Cognitive</li> <li><input type="checkbox"/> Linguistic</li> <li><input type="checkbox"/> Socio-cultural</li> </ul> <p>The center's staff uses community resources for the following</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To enrich the children's learning experiences</li> <li><input type="checkbox"/> Expand services offered by the center to children and families</li> </ul>	<p>The center's staff promotes family participation in decision making regarding the following</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The center's policy</li> <li><input type="checkbox"/> Curriculum</li> <li><input type="checkbox"/> Assessment of the center's practices</li> </ul> <p>The center's staff has a</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Program aimed at boosting communication between the center's staff and families</li> <li><input type="checkbox"/> Program aimed at boosting participation of families and the community in the center's activities</li> <li><input type="checkbox"/> Assessment plan that measures the family's level of satisfaction with the services that are being offered to them.</li> </ul>

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<p><b>1.2 Developing positive relationships between teachers and children</b></p>	<p>Teachers create a fixed, ordered, and harmonious environment that renders</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Respect, consideration, and lack of prejudice</li> <li><input type="checkbox"/> Activities aimed at developing a positive self-image and an appreciation for diversity</li> <li><input type="checkbox"/> Models and visual images of adult roles, different skills, and different ethnic and cultural contexts</li> </ul>	<p>Teachers provide individual and group attention according to the child's social-emotional development</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen and respond to their questions</li> <li><input type="checkbox"/> Engage in respectful conversation frequently</li> <li><input type="checkbox"/> Model adequate behavior in different situations</li> <li><input type="checkbox"/> Identify and respect children's emotions</li> </ul>	<p>Teachers promote the children's well-being by providing safety and support in the following situations</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Positive initiatives</li> <li><input type="checkbox"/> Negative emotions</li> <li><input type="checkbox"/> Feeling hurt, harassed, or frightened</li> <li><input type="checkbox"/> Peer conflict resolutions</li> </ul>	<p>Teachers promote autonomy and self-control</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teach children social skills such as communication and emotional control</li> <li><input type="checkbox"/> Help children manage their behavior in terms of frustration, cooperation, language, waiting for their turn, controlling their impulses, expressing negative emotions, solving problems, learning by themselves and from others</li> </ul>	<p>Teachers work in teams in order to develop strategies for behavior management including</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Other teachers</li> <li><input type="checkbox"/> Families</li> <li><input type="checkbox"/> Other professionals</li> </ul> <p>Teachers use adequate means for handling difficult behavior</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Corporal and psychological punishment is not used</li> <li><input type="checkbox"/> Focus on developing adequate social, communication, and emotional skills</li> <li><input type="checkbox"/> Provide the environmental structures (e.g. limits, rules and stimuli) for a child to develop properly</li> </ul>
<b>ALL AGES</b>					
<b>INFANTS AND TODDLERS</b>					
	<p>Teachers give affection to infants and toddlers through</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical affection</li> <li><input type="checkbox"/> Eye contact</li> <li><input type="checkbox"/> Low voice tone</li> <li><input type="checkbox"/> Smiles</li> <li><input type="checkbox"/> Meeting their basic needs (e.g. changing diapers, combing their hair, feeding them)</li> </ul>	<p>Teachers provide individual and group attention regarding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Social interaction one by one, in terms of verbal communication (e.g., talks, sings, makes gentle sounds) and non verbal communication (e.g., pats the child gently, lulls the child, smiles)</li> <li><input type="checkbox"/> Keeps daily routines flexible (e.g., feeding time, napping time, changing diapers)</li> </ul>	<p>Teachers socialize and have contact with infants and toddlers frequently</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Face to face</li> <li><input type="checkbox"/> Verbal communication (talking, repeating the sound made by the infant, singing)</li> <li><input type="checkbox"/> Non verbal communication (smiling, touching, snuggling, lulling, taking them in their arms)</li> </ul>	<p>Teachers facilitate social interaction between infants and toddlers when the children are interested in</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Looking at each other</li> <li><input type="checkbox"/> Touching each other</li> <li><input type="checkbox"/> Vocalizing</li> </ul>	<p>Teachers</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Verbalize the actions, intentions, and feelings of children (e.g. help children to recognize facial expressions of sadness and happiness; they celebrate when the children play, or share amongst themselves)</li> </ul>

BABYSTEPS: THE ROAD TO IMPROVING SERVICE QUALITY IN CENTERS FOR EARLY CHILDHOOD DEVELOPMENT

**COMMENTS:** This section should provide the following information:

1. Sources of information used to determine compliance with criteria
2. Information on outstanding issues related to compliance with criteria
3. Justification in case a standard does not apply to the evaluated center

**Standard 1: Positive relationships**

- 1.1 Development of positive relationships among teachers, families, and the community
- 1.2 Development of positive relationships between teachers and children

Standard 2: Daily Activity Plans That Stimulate Childhood Development

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<p><b>2.1 Curriculum focused on childhood development</b></p>	<p>The center has a written philosophy regarding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Planning learning activities aligned with the children's development stage</li> <li><input type="checkbox"/> Adjusting and modifying the curriculum to ensure everyone's access to activities, experiences, and educational materials</li> </ul> <p>The goals and objectives of the curriculum are used to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish an assessment plan</li> <li><input type="checkbox"/> Selecting the content, learning experiences, and materials commensurate with the children's development stage</li> <li><input type="checkbox"/> Meeting the children's individual needs in an inclusive way</li> </ul>	<p>Educational materials and equipment promote development</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cognitive, exploration, experimentation, creativity, and discovery</li> <li><input type="checkbox"/> Physical, sensory, and motor</li> <li><input type="checkbox"/> Affective and social-emotional</li> <li><input type="checkbox"/> Linguistic</li> </ul> <p>Materials and equipment allow for</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The children's individual differences in terms of skills and competencies</li> <li><input type="checkbox"/> Special needs</li> <li><input type="checkbox"/> Cultural differences</li> </ul> <p>Materials and equipment are</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriate to the children's development stage</li> <li><input type="checkbox"/> Safe and kept clean</li> <li><input type="checkbox"/> Stored neatly in shelves that are within children's reach</li> </ul> <p>Experiences and activities are organized in a schedule</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Predictable but flexible</li> <li><input type="checkbox"/> That meet the children's individual needs</li> <li><input type="checkbox"/> That provide time and support for transition between learning activities</li> <li><input type="checkbox"/> That include experiences inside and outside of the center</li> <li><input type="checkbox"/> That include active and passive activities for children</li> </ul>	<p>Daily activities are carried out through a predictable but flexible schedule that provides opportunities for</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meeting the children's individual needs</li> <li><input type="checkbox"/> Games, learning experiences, and projects that can last several days</li> <li><input type="checkbox"/> Fostering creative expression</li> <li><input type="checkbox"/> Promoting experiences in large and small groups</li> <li><input type="checkbox"/> Fostering experiences initiated by the children</li> <li><input type="checkbox"/> Encouraging active and passive experiences</li> <li><input type="checkbox"/> Promoting learning activities inside and outside the classroom</li> <li><input type="checkbox"/> Developing good health and nutritional habits in children</li> <li><input type="checkbox"/> That children acknowledge the existence of safety rules</li> </ul> <p><b>INFANTS AND TODDLERS</b></p> <p>Daily activities provide opportunities for</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exploration</li> <li><input type="checkbox"/> Experimentation</li> <li><input type="checkbox"/> Discovery</li> <li><input type="checkbox"/> Sensory-motor learning (e.g. using materials such as soft brushes or feather dusters)</li> <li><input type="checkbox"/> Practice of physical developmental skills through movement</li> </ul>	<p>The center's staff has a written assessment plan geared towards</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitoring holistic childhood development</li> <li><input type="checkbox"/> The mission, experiences, and activities offered to children</li> <li><input type="checkbox"/> With specific time for teachers to offer feedback to families about the achievements and needs of the children</li> <li><input type="checkbox"/> Using the results of the evaluation to modify the activities and experiences offered to the children</li> </ul>	<p>Experiences and activities planned reflect sensitivity towards</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Values, beliefs, experiences, and the family's language</li> <li><input type="checkbox"/> Socio-cultural diversity (e.g. gender, age, language, and skills)</li> <li><input type="checkbox"/> Transition management (e.g. from the home to the school, developmental stages, learning activities and experiences, the center, and the school)</li> </ul>

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<b>2.2 Social-emotional development</b>	<p>Children should have different opportunities to interact with a staff that</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is sensitive and responds to the children's needs</li> <li><input type="checkbox"/> Facilitates interaction between children and adults</li> <li><input type="checkbox"/> Facilitates children's ability to interact with others</li> </ul> <p>Plans are made for children to interact frequently with</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers and assistants</li> <li><input type="checkbox"/> Peers</li> <li><input type="checkbox"/> Other adults (e.g., volunteers, grandparents and other relatives)</li> </ul> <p>Plans are made for children to have different opportunities to learn the skills necessary to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and distinguish their emotions and those of others</li> <li><input type="checkbox"/> Control their emotions, conduct and attention</li> <li><input type="checkbox"/> Make new friends, participate in a group and help others</li> </ul>	<p>Children should interact frequently with</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers and assistants</li> <li><input type="checkbox"/> Peers</li> <li><input type="checkbox"/> Other members of the center</li> </ul> <p>Children must have a variety of opportunities to learn the necessary skills for</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying and distinguishing their emotions and those of others</li> <li><input type="checkbox"/> Control their emotions, conducts, and attention</li> <li><input type="checkbox"/> Make new friends, participate in a group, and help others</li> <li><input type="checkbox"/> Develop empathy</li> </ul>	<p style="text-align: center;"><b>ALL AGES</b></p> <p>Children have different opportunities aimed at promoting a sense of competence and a positive attitude towards</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning</li> <li><input type="checkbox"/> Persistence</li> <li><input type="checkbox"/> Curiosity</li> <li><input type="checkbox"/> Mastery of skills and abilities</li> </ul> <p>The children have different opportunities for</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interacting with others in a positive, respectful, and cooperative way</li> <li><input type="checkbox"/> Learning with and from others</li> <li><input type="checkbox"/> Empathizing</li> <li><input type="checkbox"/> Understanding and taking the perspective of others into consideration</li> <li><input type="checkbox"/> Participating in a harmonious environment and learning to solve conflicts constructively</li> </ul>	<p>The center's staff is in contact with the family on a daily basis</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reports on the achievements and needs of the children</li> </ul> <p>Has an assessment plan geared to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Report the family of the social-emotional development of the child</li> <li><input type="checkbox"/> Find solutions to conflicts with the help of the family</li> <li><input type="checkbox"/> Integrating community services to make referrals</li> </ul>	<p>The center's staff provides guidance and workshops for parents to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Foster ideal social-emotional development in childhood</li> </ul> <p>The program</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has the necessary resources for parents or caretakers to share their concerns and look for solutions that might be applied in the classroom</li> <li><input type="checkbox"/> Helps families decide over services that their children might need and they advocate for them to obtain the services</li> <li><input type="checkbox"/> Provides information about other programs and resources in the community related to physical health, mental health, assessment, and educational services</li> <li><input type="checkbox"/> Establishes connections, provides information on elementary schools and promotes activities aimed at making the children's transition from the center to school easier</li> </ul>

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<b>2.3 Physical development</b>	<p>The center's staff plans a series of activities to develop</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sensorial</li> <li><input type="checkbox"/> Motor (fine and gross)</li> <li><input type="checkbox"/> Adjustments are made for children with special needs</li> </ul>	<p>Different activities, equipment, and materials are provided in order to stimulate the children's physical development</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom</li> <li><input type="checkbox"/> Playground</li> <li><input type="checkbox"/> Environments outside of school (e.g., community, parks, museums)</li> </ul> <p>Adjustments are made to equipment and materials in order to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Treat children with special needs in an inclusive manner</li> </ul>	<p style="text-align: center;"><b>ALL AGES</b></p> <p>A series of activities are performed in order for children to develop and refine</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Skills aimed at sensory and motor integration</li> <li><input type="checkbox"/> Motor skills (fine and gross)</li> <li><input type="checkbox"/> Control of movement skills (e.g., balance, strength, coordination)</li> </ul>	<p>There is an assessment plan aimed towards developing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Skills aimed at sensory and motor integration</li> <li><input type="checkbox"/> Motor skills (fine and gross)</li> <li><input type="checkbox"/> Control of movement skills (e.g., balance, strength, coordination)</li> </ul>	<p>The center's staff informs and consults families regarding the development of skills</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Aimed at sensory and motor integration</li> <li><input type="checkbox"/> Motor skills (fine and gross)</li> <li><input type="checkbox"/> Control of movement skills (e.g., balance, strength, coordination)</li> </ul>
<b>2.4 Linguistic development</b>	<p>The center's staff plans a series of activities by means of conversation and a linguistically rich atmosphere so that</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> They are aligned with the center's philosophy</li> <li><input type="checkbox"/> The family's perspective is taken into consideration</li> <li><input type="checkbox"/> The community's perspective is taken into consideration</li> <li><input type="checkbox"/> Culture and language is considered</li> <li><input type="checkbox"/> Different communication strategies are used (e.g., sign language, lip reading) to deal with children special linguistic needs</li> <li><input type="checkbox"/> The center has a space assigned for literacy</li> </ul>	<p>Regarding equipment and materials, children are exposed to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A wide selection of books (a minimum of 1 book per student) that are available throughout the day for use</li> <li><input type="checkbox"/> A series of linguistic materials (e.g., posters, illustrations, picture cards, short stories, and songs)</li> <li><input type="checkbox"/> Different types of books: illustrated, without text, with rhymes, songs, poems, riddles, and tongue twisters</li> <li><input type="checkbox"/> Long-lasting books that allow them to explore them independently</li> </ul>	<p style="text-align: center;"><b>ALL AGES</b></p> <p>Activities are performed that stimulate communications during</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recess</li> <li><input type="checkbox"/> Group activities</li> <li><input type="checkbox"/> Conversations</li> <li><input type="checkbox"/> Educational experiences</li> <li><input type="checkbox"/> Excursions and school outings</li> <li><input type="checkbox"/> Routine activities (e.g., during feeding time)</li> </ul> <p>Daily opportunities are provided for</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding that illustrations represent real objects in the environment</li> <li><input type="checkbox"/> A variety of learning activities with songs, rhymes, routine games, and books (e.g., reading short stories, puppet theater, books with textures, stories in CDs)</li> </ul>	<p>Assessment activities are carried out to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gather information on the children's progress in the area of literacy</li> <li><input type="checkbox"/> Revising the curriculum</li> </ul>	<p>Literacy activities integrate</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Family</li> <li><input type="checkbox"/> Community</li> </ul> <p>Families are constantly informed of</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Literacy development</li> <li><input type="checkbox"/> Ways that they can contribute in the development process</li> </ul>

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<p><b>2.5 Creative expression and appreciation of the fine arts</b></p>	<p>Activities are planned in which visual arts, music, performance, and dance are used to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Stimulate appreciation of the fine arts and creative expression</li> <li><input type="checkbox"/> Relating the arts to learning activities, so as to enrich the knowledge</li> <li><input type="checkbox"/> Celebrate and appreciate cultural diversity</li> </ul>	<p>An area is provided for</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Art activities (e.g., drawing, dancing, performing, playing instruments)</li> <li><input type="checkbox"/> Exhibit the children's artworks</li> </ul> <p>A variety of art materials and instruments are provided for</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exploring</li> <li><input type="checkbox"/> Handling</li> </ul> <p>Materials and activities are adjusted to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Children with special needs</li> </ul>	<p>During daily activities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creative and individual expression is stimulated</li> <li><input type="checkbox"/> A series of techniques are introduced for artistic creation, visual arts, music, performances, and dance</li> <li><input type="checkbox"/> A variety of artistic genres (classic and popular) are introduced</li> <li><input type="checkbox"/> Children are allowed to express themselves freely (e.g., painting, dancing, singing, playing an instrument, performing)</li> </ul> <p>New vocabulary is introduced that relates to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Art techniques</li> <li><input type="checkbox"/> Art instruments</li> <li><input type="checkbox"/> Art genres</li> </ul>	<p>Children have the opportunity to respond to the creations of</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Other children</li> <li><input type="checkbox"/> Adults</li> </ul>	<p>Art activities integrate</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The family</li> <li><input type="checkbox"/> The community</li> </ul> <p>The staff used</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Resources in the community to expand experiences in the fine arts (e.g., museums, plays for children, artists, concerts)</li> </ul>
<p><b>2.6 Games</b></p>	<p>Activities of exploratory, constructive, dramatic, or representative games are planned so as to stimulate</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dialogue</li> <li><input type="checkbox"/> Logical thinking</li> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Creativity</li> <li><input type="checkbox"/> Discovery</li> <li><input type="checkbox"/> Relationships between games and topics that are introduced in activities throughout the day</li> <li><input type="checkbox"/> Games with rules are used for preschoolers (e.g., round games and Simon says)</li> </ul>	<p>Blocks, accessories for use with sand and water, and materials for dramatic play are</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Placed in open shelves that are within children's reach</li> <li><input type="checkbox"/> Put away in an organized manner according to their type</li> <li><input type="checkbox"/> Labeled with illustrations</li> </ul> <p>Material for dramatic play</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are adjusted to different environments (e.g., home, office, fantasy)</li> <li><input type="checkbox"/> Vary to represent cultural diversity</li> <li><input type="checkbox"/> Are adapted for children with special needs</li> </ul>	<p>Time and activities are provided in order to stimulate</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Blocks</li> <li><input type="checkbox"/> Sand and water</li> <li><input type="checkbox"/> Dramatic play</li> </ul> <p>The following are available throughout most of the day</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Building blocks</li> <li><input type="checkbox"/> Materials for dramatic play</li> <li><input type="checkbox"/> Materials for games with sand and water</li> </ul> <p>Materials for games are used</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inside and outside of the classroom</li> </ul>	<p>Data is gathered for the assessment of childhood development of the following</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Games with building blocks</li> <li><input type="checkbox"/> Sand and water games</li> <li><input type="checkbox"/> Dramatic play</li> </ul> <p>Families are constantly informed of</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Results of the process of assessment</li> </ul>	<p>Game activities integrate</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The family</li> <li><input type="checkbox"/> The community</li> </ul>



Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<p><b>2.7 Nature and science</b></p>	<p>Plans that integrate the principles of nature and science are scheduled</p> <p>An area is provided for activities that explore nature and science principles</p>	<p>Materials from the following areas are provided</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nature and science (e.g., rocks, insects, seeds)</li> <li><input type="checkbox"/> Living organisms (e.g., plants, animals)</li> <li><input type="checkbox"/> Non living organisms (e.g., rocks, magnifying glasses, water)</li> <li><input type="checkbox"/> Books, games, or toys that allude to nature and science</li> <li><input type="checkbox"/> Simple activities and experiments are planned to explore nature and science (e.g., cooking, using magnifying glasses, magnets)</li> <li><input type="checkbox"/> Materials and activities are adjusted to children with special needs</li> </ul>	<p>Activities are planned for the children to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Familiarize with nature and science (e.g., talking with children when they are in the playground about the sun, wind, and the senses )</li> </ul> <p>The staff stimulates</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Logical reasoning</li> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Scientific skills (observing, inferring, measuring, classifying, predicting, communicating, controlling variables, interpreting data and developing models)</li> </ul> <p><b>INFANTS AND TODDLERS</b></p> <p>Opportunities are provided for students and toddlers to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use their senses to learn from the objects present in the environment</li> <li><input type="checkbox"/> Discover that they can make things happen (cause and effect), and that they can solve simple problems (e.g., shaped boxes, soft blocks, into powers or balls for throwing)</li> </ul>	<p>Assessment activities are carried out to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collect information on the children's development in the nature and sciences area</li> <li><input type="checkbox"/> Revise the curriculum</li> </ul>	<p>In the activities related to nature and science (e.g., planting a garden, visiting museums, inviting parents to participate in food making) the following are involved</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Families</li> <li><input type="checkbox"/> The community</li> </ul>

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<p><b>2.8 Mathematics / Numbers</b></p>	<p>Teachers schedule activities that promote</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning in the area of mathematics/numbers (e.g., counting chairs, setting the table, using a watch to take turns)</li> </ul>	<p>The area has</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Different materials are available for counting, measuring, distinguishing figures and size) for daily use</li> <li><input type="checkbox"/> A space is assigned for placing math materials (e.g., blocks, abacus, geometric figures of different shapes and colors)</li> <li><input type="checkbox"/> Materials are available throughout most of the day</li> </ul>	<p>The center's staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages use of math vocabulary, logical reasoning, and solving problems by means of games</li> <li><input type="checkbox"/> Math activities use numbers frequently (e.g., graphs to compare children's height or weight, counting objects)</li> </ul> <p><b>INFANTS AND TODDLERS</b></p> <p>Opportunities are provided for</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using language, gestures, and materials that transmit mathematical concepts such as: more and less, plenty and few, big and small</li> <li><input type="checkbox"/> Observing and touching different shapes, colors, patterns, and textures</li> <li><input type="checkbox"/> Building a numerical conscience by using objects in the environment</li> <li><input type="checkbox"/> Reading books with shapes to encourage counting</li> </ul>	<p>Information on development in mathematics is collected quantitatively for the assessment of student learning</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Families are informed of assessment results</li> </ul>	<p>The following are involved in activities related to mathematics</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Families</li> <li><input type="checkbox"/> The community</li> </ul>

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<p>2.9 Use of technology (TV, video and/or computers)</p>	<p>Educational activities planned beforehand in writing</p> <p><input type="checkbox"/> Actively integrate the use of technology</p>	<p>The materials used</p> <p><input type="checkbox"/> Do not contain violent topics</p> <p><input type="checkbox"/> Are culturally sensitive</p> <p><input type="checkbox"/> Are allotted in a time-frame (20 minutes or so) for the use of TV, video, and computers</p> <p><input type="checkbox"/> Are appropriate for children (e.g., Sesame Street, educational videos, educational video games destined to stimulate learning)</p> <p><input type="checkbox"/> Promote active participation (e.g., dancing, singing, exercising, thinking, making decisions)</p>	<p>The center's staff</p> <p><input type="checkbox"/> Provides alternate activities for the children to carry out when involved in a program related to the use of technology</p> <p><input type="checkbox"/> Is actively involved in the use of technology (e.g. observes and discusses the videos with the children, uses TV programs to illustrate what has been learned, helps and shares with the children while using the computer)</p> <p>The materials are used to promote</p> <p><input type="checkbox"/> Creativity</p> <p><input type="checkbox"/> Dialogue</p> <p><input type="checkbox"/> Expand the child's knowledge</p>	<p>The materials are used to support and expand topics and activities discussed in the classroom</p> <p><input type="checkbox"/> Information is gathered on childhood development for assessment purposes</p> <p><input type="checkbox"/> The families are notified of the results of the assessment process</p>	<p>With regard to activities related to the use of technology, the center seeks the participation of</p> <p><input type="checkbox"/> Families</p> <p><input type="checkbox"/> The community</p>

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<b>2.10 Social Studies</b>	<p>The teacher provides a variety of learning experiences that promote a positive self-image and self-esteem in childhood</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-portraits</li> <li><input type="checkbox"/> Family photos</li> <li><input type="checkbox"/> Entertaining role-play that reflects a child's cultural background</li> <li><input type="checkbox"/> Posters and signs that celebrate diversity</li> <li><input type="checkbox"/> Mirrors</li> <li><input type="checkbox"/> Opportunities for self-exploration</li> <li><input type="checkbox"/> Opportunities for self-expression</li> <li><input type="checkbox"/> Balanced diet, rest, and daily exercises that promote good health and well-being</li> </ul>	<p>The teacher provides a variety of learning experiences that promote care and esteem for others</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Group activities</li> <li><input type="checkbox"/> Billboards with homework and responsibilities</li> <li><input type="checkbox"/> Books and accessories that reflect some of the services in the community and the people who work in them (e.g. post office, marketplace, fire department)</li> <li><input type="checkbox"/> Conversations, books, and daily planning that promotes a sense of one's belongings as well as esteem for self and others</li> <li><input type="checkbox"/> Study of family members</li> </ul>	<p>The teacher provides a variety of opportunities that create a sense of community so the children feel acceptance and develop a sense of belonging by means of</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Billboards with homework and responsibilities</li> <li><input type="checkbox"/> Their names on their own work</li> <li><input type="checkbox"/> Activities that promote active participation</li> <li><input type="checkbox"/> Participation in decision-making (e.g. materials, topics, activities)</li> </ul>	<p>The teacher organizes activities so the children can explore the community to which the center belongs</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parks</li> <li><input type="checkbox"/> Museums</li> <li><input type="checkbox"/> Community services (e.g. post office, marketplace, hospital)</li> <li><input type="checkbox"/> Invites public servants, storytellers, etc.</li> </ul>	<p>The teacher</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides a variety of opportunities that create a sense of community that promotes acceptance and belonging by the children's families</li> </ul>

**BABYSTEPS: THE ROAD TO IMPROVING SERVICE QUALITY IN CENTERS FOR EARLY CHILDHOOD DEVELOPMENT**

<p><b>Standard 1: Positive Relationships</b></p> <ul style="list-style-type: none"> <li>2.1 Curriculum focused on childhood development</li> <li>2.2 Social-emotional development</li> <li>2.3 Physical development</li> <li>2.4 Linguistic development</li> <li>2.5 Creative expression and an appreciation for fine arts</li> <li>2.6 Games</li> <li>2.7 Nature and Science</li> <li>2.8 Mathematics / Numbers</li> <li>2.9 Use of technology (TV, video, and/or computers)</li> <li>2.10 Social Studies</li> </ul>	<p><b>COMMENTS:</b> This section should provide the following information:</p> <ol style="list-style-type: none"> <li>1. Sources of information used to determine compliance with criteria</li> <li>2. Information on exceptional aspects related to complying with criteria</li> <li>3. Justification in case a standard does not apply to the evaluated center</li> </ol>
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Standard 3: Teaching

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<p>3.1 Selection and use of adequate and effective strategies that consider children's interests, developmental stage, and individual needs</p>	<p>Teachers select teaching and learning strategies that consider a child's needs</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical movement</li> <li><input type="checkbox"/> Sensory stimulus</li> <li><input type="checkbox"/> Open air</li> <li><input type="checkbox"/> Rest</li> </ul> <p>Teachers select teaching and learning strategies that stimulate</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exploration</li> <li><input type="checkbox"/> Experimentation</li> <li><input type="checkbox"/> Discovery</li> <li><input type="checkbox"/> Conceptual learning</li> <li><input type="checkbox"/> Problem-solving</li> </ul> <p>Teachers select teaching and learning strategies that involve activities in different levels both inside and outside the classroom</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual</li> <li><input type="checkbox"/> In pairs</li> <li><input type="checkbox"/> In groups</li> <li><input type="checkbox"/> Inclusive</li> </ul> <p>Teachers select teaching and learning strategies that involve the families</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Always keeping in mind that such activities have the possibility of including family members</li> <li><input type="checkbox"/> Respecting culture, values, and language</li> </ul>	<p>Teachers use materials that stimulate</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exploration</li> <li><input type="checkbox"/> Experimentation</li> <li><input type="checkbox"/> Discovery</li> <li><input type="checkbox"/> Conceptual learning</li> <li><input type="checkbox"/> Social-emotional development</li> <li><input type="checkbox"/> Creativity</li> <li><input type="checkbox"/> Independence</li> </ul>	<p>Teachers organize the classroom in a way that stimulates</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exploration</li> <li><input type="checkbox"/> Experimentation</li> <li><input type="checkbox"/> Discovery</li> <li><input type="checkbox"/> Conceptual learning</li> <li><input type="checkbox"/> Social-emotional development</li> <li><input type="checkbox"/> Creativity</li> <li><input type="checkbox"/> Independence</li> </ul>	<p>Teachers create an environment that</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures health and safety</li> <li><input type="checkbox"/> Stimulates exploration, discovery, and conceptual learning</li> <li><input type="checkbox"/> Reflects mutual respect</li> <li><input type="checkbox"/> Promotes respect for nature (plants and animals), fostering awareness of our need to take care and protect the environment</li> </ul>	<p>Teachers</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Involve the families in the teaching and learning process while considering the father, the mother or the caretaker(s) as joint-educator(s)</li> <li><input type="checkbox"/> Involve the community as a valuable resource in the teaching and learning process</li> </ul>

ALL AGES

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
	<p>Teachers select strategies and plan learning experiences inside and outside the classroom</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> According to the child's developmental stage</li> <li><input type="checkbox"/> Inclusive</li> <li><input type="checkbox"/> Active</li> <li><input type="checkbox"/> Passive</li> </ul>	<p>The center's staff creates an environment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> That follows a flexible routine in which clear and effective transitions are established</li> <li><input type="checkbox"/> That has visible rules of conduct</li> <li><input type="checkbox"/> That promotes democratic practices and respect towards children</li> </ul>	<p>Teachers organize the classroom so it contains posters that</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Help children reflect on certain topics</li> <li><input type="checkbox"/> Expand their learning</li> <li><input type="checkbox"/> Promote inclusiveness</li> <li><input type="checkbox"/> Promote diversity</li> <li><input type="checkbox"/> Present a child's most recent work</li> <li><input type="checkbox"/> Are in the line of sight of the children</li> </ul>	<p>The center's staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevents confrontational or aggressive behavior</li> <li><input type="checkbox"/> Facilitates that children with different skills can progress to higher levels of autonomy, responsibility, and empathy</li> <li><input type="checkbox"/> Fosters the development of individual relationships</li> </ul>	<p>The center's staff involves the children in the teaching and learning process</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Working together to organize the classroom's materials and activities</li> <li><input type="checkbox"/> Fostering the development of individual relationships</li> <li><input type="checkbox"/> Showing interest for their ideas, experiences, and works</li> </ul>
	<b>PRE-SCHOOLERS</b>				
	<b>INFANTS AND TODDLERS</b>				
	<p>Teachers</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select strategies and prepare early stimulus plans according to the needs of the child and his or her family</li> </ul>	<p>The center's staff creates an environment of respect towards infants, listening to them and responding to their signs</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal</li> <li><input type="checkbox"/> Non verbal</li> </ul>	<p>The center's staff seeks to understand the needs and wishes of infants and toddlers</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizing and responding to their non verbal signs</li> <li><input type="checkbox"/> Uses a language that is appropriate for the stage of development</li> </ul>	<p>The center's staff uses the knowledge of the needs and wishes of infants and toddlers</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes schedules</li> <li><input type="checkbox"/> Creates routines</li> <li><input type="checkbox"/> Selects learning experiences</li> <li><input type="checkbox"/> Supports and promotes activities in which interest is shown</li> </ul>	<p>Teachers observe the skills developed by infants and relay this information to the families and other related professionals with the purpose of</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding and promoting such development</li> <li><input type="checkbox"/> Planning opportunities for learning</li> <li><input type="checkbox"/> Provide materials that stimulate and challenge social, physical, linguistic, and cognitive development</li> </ul>

BABY STEPS: THE ROAD TO IMPROVING SERVICE QUALITY IN CENTERS FOR EARLY CHILDHOOD DEVELOPMENT

<p><b>COMMENTS:</b> This section should provide the following information:</p> <ol style="list-style-type: none"><li>1. Sources of information used to determine compliance with criteria</li><li>2. Information on outstanding issues related to compliance with criteria</li><li>3. Justification in case a standard does not apply to the evaluated center</li></ol>	<p><b>Standard 3: Teaching</b></p> <p>3.1 Selection and use of adequate and effective strategies that consider children's interests, developmental stage, and individual needs</p>
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Standard 4: Assessment of Childhood Development

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<p><b>4.1 Developing and establishing an assessment plan</b></p>	<p>The center commands an assessment plan that includes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment strategies to be used</li> <li><input type="checkbox"/> Alignment of assessment strategies with the curriculum</li> <li><input type="checkbox"/> When each assessment strategy will be carried out</li> <li><input type="checkbox"/> Purpose of each assessment strategy</li> <li><input type="checkbox"/> Reports to be prepared</li> <li><input type="checkbox"/> Management of information and confidentiality</li> </ul> <p>The center's staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is familiar with the assessment plan</li> <li><input type="checkbox"/> Is able to explain the assessment plan</li> </ul>	<p>The center's staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses different assessment strategies (e.g. observation, checklists, work samples, standardized tests)</li> <li><input type="checkbox"/> Can describe the various assessment strategies</li> <li><input type="checkbox"/> Can explain the purpose of the various assessment strategies</li> <li><input type="checkbox"/> Can justify the time assigned for these assessment strategies</li> </ul>	<p>The center's staff gathers information on all areas of childhood development</p> <p><b>ALL AGES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interests</li> <li><input type="checkbox"/> Needs</li> <li><input type="checkbox"/> Skills</li> <li><input type="checkbox"/> Cognitive skills</li> <li><input type="checkbox"/> Language</li> <li><input type="checkbox"/> Learning</li> <li><input type="checkbox"/> Social-emotional development</li> <li><input type="checkbox"/> Health</li> <li><input type="checkbox"/> Sensory development</li> <li><input type="checkbox"/> Development of motor skills</li> <li><input type="checkbox"/> Physical development</li> </ul>	<p>The center's staff uses the results of the assessment process to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes referrals</li> <li><input type="checkbox"/> Develops individual goals for the children</li> <li><input type="checkbox"/> Adapts to the curriculum</li> <li><input type="checkbox"/> Modifies learning strategies</li> <li><input type="checkbox"/> Plans improvements for the center</li> <li><input type="checkbox"/> Reviews the assessment plan</li> </ul>	<p>The center's staff involves the families in the assessment process</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Informs the families of the results at least four times a year and provides two written reports</li> <li><input type="checkbox"/> Explains the use of the results, along with the family's rights and the confidentiality of the reports</li> <li><input type="checkbox"/> Incorporates the families in the development of the assessment plan</li> <li><input type="checkbox"/> Involves the families in the establishment of the assessment plan</li> </ul>

BABY STEPS: THE ROAD TO IMPROVING SERVICE QUALITY IN CENTERS FOR EARLY CHILDHOOD DEVELOPMENT

<p><b>COMMENTS:</b> This section should provide the following information:</p> <ol style="list-style-type: none"><li>1. Sources of information used to determine compliance with criteria</li><li>2. Information on outstanding issues related to compliance with criteria</li><li>3. Justification in case a standard does not apply to the evaluated center</li></ol>	<p><b>Standard 4: Assessment of Childhood Development</b> 4.1 Developing and establishing an assessment plan</p>
<p>[Empty area for comments]</p>	

Standard 5: Health and Safety

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<p><b>5.1 Health promotion and protection, and control infectious diseases</b></p>	<p>The center's staff maintains the roll's health records updated. These include</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vaccination certificates according to age. In case a child cannot receive a vaccine, the records will keep a document explaining the reasons</li> <li><input type="checkbox"/> Updated health coverage</li> <li><input type="checkbox"/> Results of medical tests</li> <li><input type="checkbox"/> Emergency contact information</li> <li><input type="checkbox"/> Authorization for emergency care</li> </ul> <p>The center maintain the staff's health records updated</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health certificate</li> <li><input type="checkbox"/> CPR course</li> <li><input type="checkbox"/> First aid course</li> <li><input type="checkbox"/> Safety certificate for staff in charge of food</li> </ul> <p>The center's staff verifies the children's health records daily</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The information comes from parent's observations and/or communication with the child</li> <li><input type="checkbox"/> The information is kept for a period of at least three months</li> </ul>	<p>The center's staff maintains a cleaning protocol for the washing of hands</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The sink is never used to wash a child's hands if he/she has urinated or defecated on his/her self</li> <li><input type="checkbox"/> Rubber gloves are used (powder-free and non-porous) to handle situations involving blood and other bodily fluids</li> </ul> <p>The center's staff washes their hands</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Upon arriving at the center, after changing diapers, or after handling bodily fluids</li> <li><input type="checkbox"/> Before preparing, serving, or eating foods</li> <li><input type="checkbox"/> After playing with water and sand</li> <li><input type="checkbox"/> After handling animals</li> <li><input type="checkbox"/> After monitoring one group to monitor another</li> <li><input type="checkbox"/> Before and after feeding infants and toddlers</li> <li><input type="checkbox"/> Upon arriving from an outdoor activity</li> <li><input type="checkbox"/> Before and after administering medication</li> <li><input type="checkbox"/> After assisting children in the bathroom</li> <li><input type="checkbox"/> After handling trash or clean-up</li> <li><input type="checkbox"/> Visitors must also comply with the cleanliness protocol</li> </ul>	<p style="text-align: center;"><b>ALL AGES</b></p> <p>The center's staff has an established protocol for a variety of situations</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In case of infectious disease: isolate the child and notify the parents</li> <li><input type="checkbox"/> In case of accidents</li> <li><input type="checkbox"/> In case of emergency situations (e.g. fire, earthquake, hurricane)</li> <li><input type="checkbox"/> First aid</li> <li><input type="checkbox"/> Protective measures in cases of cold or flu, fever, insect bites, among others</li> </ul> <p>The center's management</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has an updated certificate by the Director of Emergency Management</li> <li><input type="checkbox"/> Practices activities and emergency drills (e.g. fire, earthquake, hurricane)</li> </ul>	<p>The center's staff maintains communication with the families</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Notifies in case of infectious disease while keeping privacy and confidentiality</li> <li><input type="checkbox"/> Isolates the child in case of infectious disease</li> <li><input type="checkbox"/> To handle accidents</li> <li><input type="checkbox"/> To handle emergency situations (e.g. fire, earthquake, hurricane)</li> </ul>	<p>The center's management has</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A health consultant that visits the center twice a year and makes any necessary recommendations</li> <li><input type="checkbox"/> Follow-up processes for the recommendations given by the health consultant</li> <li><input type="checkbox"/> Established agreements with the Department of Health</li> <li><input type="checkbox"/> Consulting by various agencies for the management of emergency situations (e.g. fire, earthquake, hurricane)</li> <li><input type="checkbox"/> A protocol for medications</li> </ul>

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
	<p>The center's management maintains a protocol that dictates what to do (reports and agencies to contact according to the law) under suspicion of</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Abuse</li> <li><input type="checkbox"/> Neglect</li> <li><input type="checkbox"/> Exploitation</li> </ul>	<p>The children wash their hands</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Before and after eating</li> <li><input type="checkbox"/> Before and after going to the bathroom</li> <li><input type="checkbox"/> After playing with water and sand</li> <li><input type="checkbox"/> After handling animals</li> <li><input type="checkbox"/> Upon arriving from an outdoor activity</li> </ul>			
	<b>INFANTS AND TODDLERS</b>				
	<p>Adults follow certain procedures while changing diapers</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of disposable gloves</li> <li><input type="checkbox"/> Consider possible allergies in children</li> <li><input type="checkbox"/> Use of disposable diapers or "pull-ups"</li> <li><input type="checkbox"/> Clothes stained with urine or feces are placed in plastic bags and washed the same day</li> <li><input type="checkbox"/> Diapers are immediately changed when wet or soiled</li> <li><input type="checkbox"/> Children's diapers are checked every two hours and after napping</li> <li><input type="checkbox"/> There is a designated area separated by walls to change diapers</li> <li><input type="checkbox"/> These are not used for other purposes</li> <li><input type="checkbox"/> There are sealed containers used to throw out dirty diapers and are placed safely away from children's</li> </ul>	<p>Adults follow certain procedures to reduce the risk of sudden infant death syndrome</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Infants are put to sleep on their backs, face up, on a solid surface in accordance with manufacturing standards of the US Consumer Product Safety Commission</li> <li><input type="checkbox"/> Pillows, blankets, stuffed toys, or other objects cannot be placed on infant's cradle if under 8 months of age</li> <li><input type="checkbox"/> If blanket is used, it is placed following strict procedure of using only a thin blanket, tucked in crib's mattress, and placed only half-way up to infant's torso</li> <li><input type="checkbox"/> Infant's head is always uncovered while sleeping and never covered under any circumstances</li> <li><input type="checkbox"/> Once infants are laid on their backs, they may assume a</li> </ul>			

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
		<p>grasp</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The staff assigned to prepare the food will not change diapers until after finishing his/her tasks or at the end of the day</li> <li><input type="checkbox"/> Cloth diapers will only be used in case of a medical recommendation. These diapers should have a absorbent protector and at the time of changing should be placed immediately in a sealed plastic bag</li> <li><input type="checkbox"/> Toilet training is done in conjunction with the families</li> </ul>	<p>comfortable position when they are able to turn themselves over</p>		

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
5.2 Ensuring the children's nutritional health	<p>The center's staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Keeps a regular schedule to serve foods</li> <li><input type="checkbox"/> The provided foods follow US Department of Agriculture regulations</li> <li><input type="checkbox"/> The menu is certified by a licensed nutritionist</li> </ul>	<p>The center's staff maintains proper safety while handling food</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expired foods are thrown away</li> <li><input type="checkbox"/> Purified water is provided all day long</li> </ul>	<p><b>ALL AGES</b></p> <p>In case of special needs or allergies, the center's staff follows the following guidelines</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individualized food plan (special diets) in cases that require such measure</li> <li><input type="checkbox"/> Daily documentation of type and quantity of food served</li> <li><input type="checkbox"/> Provides such information to families</li> </ul>	<p>The center's staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Carries out activities to promote oral health (e.g. cleaning of gums and teeth at least once while children are in the center)</li> <li><input type="checkbox"/> Promotes oral health knowledge (in children and families)</li> </ul>	<p>The center's staff maintains communication with families</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A written menu is prepared, and made available to parents</li> <li><input type="checkbox"/> The menu is discussed with parents weekly to follow the nutritional needs and development of children</li> </ul> <p>The center's staff communicates with parents to ensure their children's oral health</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Brushing of teeth</li> <li><input type="checkbox"/> Visits to the dentist</li> </ul>
<b>INFANTS AND TODDLERS</b>					
<p>The center's staff supports breast-feeding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accepts and safely stores received breast-milk</li> <li><input type="checkbox"/> Writes the name of the child and date on received breast-milk</li> <li><input type="checkbox"/> Provides a place for breast-feeding</li> <li><input type="checkbox"/> Coordinates breast-feeding schedules with mother(s)</li> <li><input type="checkbox"/> The center feeds the infants formula and food from sealed commercial containers</li> <li><input type="checkbox"/> Liquid and solid foods are never given on feeding bottle</li> <li><input type="checkbox"/> Formula is thrown away after one hour of being served</li> <li><input type="checkbox"/> Formula is heated (120 degrees F) for no more than 5 minutes</li> </ul>	<p>Adults follow procedures to feed infants and toddlers</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Infants are fed with baby bottles</li> <li><input type="checkbox"/> Infants and toddlers that have the ability to sit are fed in a small chair not more than two to three inches from the ground that the child is able to reach by himself, or they are held on lap to foster affectionate bonds</li> <li><input type="checkbox"/> Infants and toddlers are never left alone with bottles in crib</li> <li><input type="checkbox"/> Bottle propping is never used to feed infants</li> <li><input type="checkbox"/> Toddlers are not allowed to carry bottles or cups while crawling or walking</li> <li><input type="checkbox"/> Solid foods or fruit juices are never fed to infants 6 months or younger</li> </ul>	<p>The center's staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consults with parents the moment a child is ready in his development to start using a cup</li> </ul>	<p>The center's staff cares for the oral health of infants</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Their teeth and gums are washed with gauze once a day</li> </ul>		

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
	<input type="checkbox"/> Microwave is never used to heat infant's formula. Baby bottle warmers are used.	<input type="checkbox"/> Natural juices given to infants are limited to daily portions of 4 ounces or two portions of 2 ounces <input type="checkbox"/> Infants are fed when hungry <input type="checkbox"/> Feeding does not replace other forms of attention or care <input type="checkbox"/> Infants 12 months or younger are not fed with cow milk. 12 to 24 month old infants are given whole milk.			
<b>5.3 Maintaining a safe, healthy environment</b>	<p>The center's staff has</p> <input type="checkbox"/> A routine of frequent clean-ups for the facilities <input type="checkbox"/> A routine for the verification of equipment and play materials <input type="checkbox"/> Verification of surge protectors <input type="checkbox"/> Adequate ventilation <input type="checkbox"/> Good lighting <input type="checkbox"/> First aid kit	<p>The center's staff provides opportunities for motor activities</p> <input type="checkbox"/> Opportunities for outdoor games <input type="checkbox"/> Necessary equipment for indoor motor games	<p><b>ALL AGES</b></p> <p>The center's staff maintains the following precautions for the environment</p> <input type="checkbox"/> Sleeping equipment is suited for each child or infant's age <input type="checkbox"/> Toys that children put in their mouths are washed and disinfected <input type="checkbox"/> Children do not have access to containers filled with liquids <input type="checkbox"/> Children do not have access to detergents or toxic substances <input type="checkbox"/> Dangerous or toxic substances are labeled with hazard symbols children can recognize <input type="checkbox"/> Surge protectors are checked	<p>The center's staff has a protocol for visits with pets</p> <input type="checkbox"/> Visiting pets have a certificate from a veterinarian <input type="checkbox"/> The children's interaction with the visiting pets is supervised <p>The center's staff has a protocol for the handling of fluids or infectious bodies</p> <input type="checkbox"/> Disinfection of the areas in which there was contact <input type="checkbox"/> Infected material is thrown away in plastic bags in accordance with regulations	<p>The center's staff follows the recommendations of the health consultant for</p> <input type="checkbox"/> Allergies <input type="checkbox"/> Special needs

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
			<p><b>INFANTS AND TODDLERS</b></p> <p>When infants and toddlers sleep, the teacher</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is always present for supervision</li> <li><input type="checkbox"/> Never uses other means for this purpose (e.g. monitors or cameras)</li> <li><input type="checkbox"/> Always checks the cradle's bars to ensure they are upright and locked</li> </ul> <p>Adults maintain precaution in environment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> They take off their shoes and use disposable sheets to walk over surfaces where crawling babies play</li> </ul>		



BABYSTEPS: THE ROAD TO IMPROVING SERVICE QUALITY IN CENTERS FOR EARLY CHILDHOOD DEVELOPMENT

<p><b>COMMENTS:</b> This section should provide the following information</p> <ol style="list-style-type: none"> <li>1. Sources of information used to determine compliance with criteria</li> <li>2. Information on outstanding issues related to compliance with criteria</li> <li>3. Justification in case a standard does not apply to the evaluated center</li> </ol>	<p><b>Standard 5: Health and Safety</b></p> <ol style="list-style-type: none"> <li>5.1 Health promotion and protection, and control of infectious diseases</li> <li>5.2 Ensuring the children's nutritional health</li> <li>5.3 Maintaining a safe, healthy environment</li> </ol>
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Empty table area for providing information and justification.

Standard 6: Teachers

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<p><b>6.1 Staff's training, knowledge, skills, and aptitudes</b></p>	<p>Teachers</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have professional training at the university level</li> </ul> <p>The assistants or promoters of development</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have a high school diploma</li> </ul>	<p>The center's staff knows</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The center's mission, its values and objectives</li> <li><input type="checkbox"/> The expectations regarding ethical conduct</li> <li><input type="checkbox"/> The health, safety, and emergency procedures</li> <li><input type="checkbox"/> The center's curriculum</li> <li><input type="checkbox"/> The daily activities and routines</li> <li><input type="checkbox"/> The procedures in case of child abuse or neglect</li> </ul>	<p style="text-align: center;"><b>ALL AGES</b></p> <p>The center's staff is competent with the following skills</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts with minors without using physical punishment or psychological abuse</li> <li><input type="checkbox"/> Is aware of health and safety risks associated with children</li> <li><input type="checkbox"/> Promotes and provides a variety of learning opportunities</li> <li><input type="checkbox"/> Provides a variety of social activities</li> <li><input type="checkbox"/> Communicates effectively with parents and children</li> <li><input type="checkbox"/> Develops an environment conducive to learning</li> <li><input type="checkbox"/> Empathizes with children</li> </ul>	<p>Teachers have taken specialized courses or continuing education, training, workshops, or seminars on</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Working with diversity</li> <li><input type="checkbox"/> Curriculum</li> <li><input type="checkbox"/> Previous work experience with children of same age they are presently working with</li> <li><input type="checkbox"/> Working with families</li> <li><input type="checkbox"/> Working with children with special needs</li> <li><input type="checkbox"/> Strategies for fostering inclusion</li> <li><input type="checkbox"/> Managing and organizing an educational environment</li> <li><input type="checkbox"/> Assessment procedures</li> </ul> <p>The center's staff is encouraged to take specialized university courses in early childhood to obtain</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CDA credentials</li> <li><input type="checkbox"/> Associate degree</li> <li><input type="checkbox"/> Bachelor's, master's, or doctorate degrees</li> </ul> <p>The center's supervisors offer specialized courses in</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supervision</li> <li><input type="checkbox"/> Leadership</li> </ul>	<p>The center's staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluates their performance based on feedback from supervisors, colleagues, and families</li> <li><input type="checkbox"/> Strengthens their leadership skills</li> </ul>

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
	<p>Staff who care for infants and toddlers are trained</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In the development of infants and toddlers</li> <li><input type="checkbox"/> To interact appropriately with the families</li> </ul>	<p>The center</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Requires teachers to take courses in continuing education related to early development and stimulation of infants and toddlers</li> </ul>	<p>The center's staff has knowledge of</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Stimulating social-emotional development</li> <li><input type="checkbox"/> Promoting an affectionate bond between them and the infants and toddlers</li> </ul>	<p>Teachers possess</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Courses, certifications, or an academic degree qualifying them to work with infants and toddlers</li> </ul>	<p>The center's staff reflects on and evaluates their relationship with</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Infants or toddlers under their supervision</li> <li><input type="checkbox"/> The families</li> </ul>

**INFANTS AND TODDLERS**

BABYSTEPS: THE ROAD TO IMPROVING SERVICE QUALITY IN CENTERS FOR EARLY CHILDHOOD DEVELOPMENT

<p><b>COMMENTS:</b> This section should provide the following information</p> <ol style="list-style-type: none"><li>1. Sources of information used to determine compliance with criteria</li><li>2. Information on outstanding issues related to compliance with criteria</li><li>3. Justification in case a standard does not apply to an evaluated center</li></ol>	<p><b>Standard 6: Teachers</b> 6.1 Staff's training, knowledge, skills, and aptitudes</p>
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Empty table area for providing information and justification.

Standard 7: Families

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<p>7.1 Knowing and taking into consideration the children's families</p>	<p>The center's staff uses formal strategies (e.g. interviews, documents) and informal ones (e.g. telephone calls) to understand the children's family structure</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Family members</li> <li><input type="checkbox"/> Race</li> <li><input type="checkbox"/> Culture</li> <li><input type="checkbox"/> Gender</li> <li><input type="checkbox"/> Religion</li> <li><input type="checkbox"/> Native language</li> <li><input type="checkbox"/> Socio-economic status</li> <li><input type="checkbox"/> Home location</li> </ul>	<p>The center's staff maintains constant communication with families for the children's well-being</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knows the families' needs in order to offer parents or care-takers counseling, workshops, and necessary information on various topics (managing children's conduct, nutrition, the fathers as the first educators of their children)</li> <li><input type="checkbox"/> Ensures that all families have the same opportunities</li> <li><input type="checkbox"/> Considers family schedules and availability</li> <li><input type="checkbox"/> Is aware of situations and concerns that affect some families while being proactive and empathetic</li> </ul>	<p><b>ALL AGES</b></p> <p>The center's staff is acquainted with aspects related to child care and development</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Special needs</li> <li><input type="checkbox"/> Managing transitional activities</li> <li><input type="checkbox"/> Serving of food</li> <li><input type="checkbox"/> Situations that occur during the day</li> </ul> <p>The center's staff communicates with the families daily regarding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Activities</li> <li><input type="checkbox"/> Child development</li> <li><input type="checkbox"/> Matters of mutual interest for the teacher and the families</li> <li><input type="checkbox"/> Any information that could affect the child's well-being</li> </ul> <p>When daily communication is not possible</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use previously established means</li> </ul>	<p>The center's staff uses formal and informal methods to communicate with families and have them participate in center's</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vision</li> <li><input type="checkbox"/> Mission</li> <li><input type="checkbox"/> Educational philosophy</li> <li><input type="checkbox"/> Childhood development and learning</li> <li><input type="checkbox"/> Curriculum objectives</li> <li><input type="checkbox"/> Strategies</li> <li><input type="checkbox"/> Educational goals</li> <li><input type="checkbox"/> Planning of activities</li> </ul>	<p>The center's staff uses the information on the families to have a well suited</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Environment</li> <li><input type="checkbox"/> Curriculum</li> <li><input type="checkbox"/> Teaching methods</li> </ul>

Criteria	Step 1	Step 2	Step 3	Step 4	Step
7.2 Shares information with staff and family that fosters childhood development	<p>The center's staff maintains communication with the families for the children's well-being regarding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Policies</li> <li><input type="checkbox"/> Procedures</li> <li><input type="checkbox"/> Transitions to other center or schools</li> <li><input type="checkbox"/> Basic information regarding registration and options for other centers or schools</li> </ul>	<p>The center's staff informs families by formal and informal means of the center's system for the evaluation of children's progress regarding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The purpose of the evaluation</li> <li><input type="checkbox"/> The procedures involved in the evaluation</li> <li><input type="checkbox"/> The allotted time for the evaluation</li> <li><input type="checkbox"/> The results of the evaluation</li> <li><input type="checkbox"/> When to share the evaluation with the family</li> <li><input type="checkbox"/> How to use the information</li> <li><input type="checkbox"/> Procedures for gathering family contributions and information</li> </ul>	<p>The center's staff shares observations regarding a child's developmental aspects with the families in order to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show sensitivity and empathy</li> <li><input type="checkbox"/> Respect the confidentiality of such observations</li> <li><input type="checkbox"/> Provide necessary documentation and explanation</li> <li><input type="checkbox"/> Suggest steps to be taken</li> <li><input type="checkbox"/> Support families in their decisions to obtain required services</li> <li><input type="checkbox"/> Effectively manage a child's transition to programs in special education</li> <li><input type="checkbox"/> Make referrals to professionals if necessary</li> </ul>	<p>The center's staff promotes dialogue with the families and uses techniques to talk through difficulties that could arise from social interactions, and to talk about the child's performance in the activities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates daily / weekly</li> <li><input type="checkbox"/> Family meetings</li> <li><input type="checkbox"/> By telephone or email</li> <li><input type="checkbox"/> House visits</li> </ul>	<p>The center's staff works with the families to find solutions that could be included in the classroom</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Decisions</li> <li><input type="checkbox"/> Goals / Plans</li> </ul>

**BABYSTEPS: THE ROAD TO IMPROVING SERVICE QUALITY IN CENTERS FOR EARLY CHILDHOOD DEVELOPMENT**

<p><b>COMMENTS:</b> This section should provide the following information</p> <ol style="list-style-type: none"> <li>1. Sources of information used to determine compliance with criteria</li> <li>2. Information on outstanding issues related to compliance with criteria</li> <li>3. Justification in case a standard does not apply to an evaluated center</li> </ol>	<p><b>Standard 7: Families</b></p> <ol style="list-style-type: none"> <li>7.1 Knowing and taking into consideration the children's families</li> <li>7.2 Shares information with staff and family that fosters childhood development</li> </ol>
Empty space for comments	

Standard 8: Community Relations

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<p>8.1 The center's staff is integrated with the community and uses its resources to meet the objectives</p>	<p>The center's staff keeps an updated list with available services for families such as</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical health</li> <li><input type="checkbox"/> Oral health</li> <li><input type="checkbox"/> Mental health</li> <li><input type="checkbox"/> Nutrition</li> <li><input type="checkbox"/> Evaluation services</li> <li><input type="checkbox"/> Child's well-being</li> <li><input type="checkbox"/> Special needs</li> <li><input type="checkbox"/> Recreation and sports in facilities in the community</li> <li><input type="checkbox"/> Government services (e.g. housing, nutrition, training)</li> </ul>	<p>The center's staff gives guidance to families regarding support services available in the community</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assistance with childhood disabilities</li> <li><input type="checkbox"/> Specialized consultants for behavior issues</li> <li><input type="checkbox"/> Assistance for children special needs</li> </ul>	<p>The center's staff fosters continuity among services through the communication with</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Service agencies</li> <li><input type="checkbox"/> Government offices</li> <li><input type="checkbox"/> Specialized consultants</li> <li><input type="checkbox"/> Other institutions with which a collaborative agreement is reached</li> </ul>	<p>The center's staff maintains a relationship with the community to organize activities and use its urban and rural resources</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supports community projects</li> <li><input type="checkbox"/> Gives information about community events sponsored by organizations (e.g. concerts, plays)</li> <li><input type="checkbox"/> Invites members of the community to share their interests and talents with the children (e.g. exhibitions, musical interpretations, plays, cultural activities, community services)</li> </ul>	<p>The center's staff develops its leadership in the community</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Promoting the staff's participation in collaborative activities or events</li> <li><input type="checkbox"/> Promotes that the staff and the families work together towards the improvement of the community</li> <li><input type="checkbox"/> Building mutual relations with closer communities and involving them with the center</li> <li><input type="checkbox"/> Includes information obtained from interested parties for the planning of events in tandem with the communities resources in order to enhance learning activities and curriculum</li> </ul>

ALL AGES



**BABYSTEPS: THE ROAD TO IMPROVING SERVICE QUALITY IN CENTERS FOR EARLY CHILDHOOD DEVELOPMENT**

<p><b>COMMENTS:</b> This section should provide the following information</p> <ol style="list-style-type: none"> <li>1. Sources of information used to determine compliance with criteria</li> <li>2. Information on outstanding issues related to compliance with criteria</li> <li>3. Justification in case a standard does not apply to an evaluated center</li> </ol>	<p><b>Standard 8: Community Relations</b></p> <p><b>8.1</b> The center staff is integrated with the community and uses its resources to meet the objectives</p>
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Standard 9: Environment

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<p><b>9.1 Environment: Space, equipment, and furniture</b></p>	<p>The center has</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A suitable space where children and adults can move freely and with ease</li> <li><input type="checkbox"/> Adequate ventilation (natural and artificial) and lighting</li> <li><input type="checkbox"/> Ease of access for children with handicaps (e.g. ramps for wheelchairs)</li> <li><input type="checkbox"/> Floors, walls, and shelves that are easy to clean and keep in order</li> <li><input type="checkbox"/> Spaces to work in large, small, and individual groups</li> <li><input type="checkbox"/> An aesthetic sense for nature and beauty</li> <li><input type="checkbox"/> Space for equipment and materials that promote role-play, and sensory and movements activities, among others</li> </ul>	<p>The center's arrangement allows</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To observe all the children working with different tasks</li> <li><input type="checkbox"/> To separate the areas for active play from those for passive play</li> <li><input type="checkbox"/> To organize materials in open shelves within children's reach</li> <li><input type="checkbox"/> A flow of movement that is safe and does not interfere with the activities</li> <li><input type="checkbox"/> To offer different types of activities (e.g. open spaces for active play such as crawling, jumping and dancing; cozy spaces for reading and other passive play; spaces intended for art, among other things)</li> <li><input type="checkbox"/> To adapt in order to allow children with special needs to actively participate</li> </ul>	<p style="text-align: center;"><b>ALL AGES</b></p> <p>The center is well-furnished</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The chairs are comfortable and suited to a child's particular stage (children one year or older are able to sit with their feet touching the ground)</li> <li><input type="checkbox"/> The tables are comfortable and suited to a child's particular stage (for children one year or older, the table should be in proportion with the child's chest and waist)</li> <li><input type="checkbox"/> There are sufficient chairs, tables, equipment, and materials for each child and adult, corresponding with stage and size of the children</li> <li><input type="checkbox"/> The furniture, equipment, and materials are well kept (clean, safe, not missing anything)</li> <li><input type="checkbox"/> Shelves that encourage a child's autonomy and self-help (e.g. shelves are within reach of children, sink can be within reach with steps)</li> </ul>	<p>The center has an area to store items in an accessible and organized manner</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The children's personal belongings</li> <li><input type="checkbox"/> Sleeping cots</li> <li><input type="checkbox"/> Diapers</li> <li><input type="checkbox"/> Additional materials and toys</li> <li><input type="checkbox"/> Materials for adults</li> </ul> <p>The center has an area</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> That is adequate and separated from the rest to prepare meals</li> <li><input type="checkbox"/> For adults (e.g. offices, tables, chairs)</li> </ul>	<p>The center provides a space that is cozy and comforting (e.g. an area with soft rugs, cloth seats, sofas for resting)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Away from noise and active play, has soft toys (e.g. vinyl blocks, rag dolls, vinyl books)</li> <li><input type="checkbox"/> Accessible during most of the day</li> <li><input type="checkbox"/> For reading and soft play</li> </ul> <p>The adult creates the environment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> With soft music</li> <li><input type="checkbox"/> Using materials suitable for this age that encourage learning activities</li> <li><input type="checkbox"/> Rotating and changing materials to promote play and learning opportunities</li> </ul> <p>The center provides a space to exhibit materials and works within reach of the children</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Photos of the children and families</li> <li><input type="checkbox"/> Works (e.g., art, writings)</li> <li><input type="checkbox"/> Prints and posters to encourage writing</li> <li><input type="checkbox"/> Daily routine and special events</li> </ul>

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
<p><b>9.2 Place destined for outdoor activities and games</b></p>	<p>The center has an area for outdoor activities and games</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safe and suited for children, according to their stage</li> <li><input type="checkbox"/> Apt for all children, including those with special needs</li> <li><input type="checkbox"/> Presence of fences to mark off the space and provide safety</li> <li><input type="checkbox"/> Clean and free of sharp and dangerous objects</li> <li><input type="checkbox"/> Organized in a way that facilitates supervision</li> </ul> <p>The staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapts to the activities and encourages the participation of handicapped children in the activities</li> </ul>	<p>The equipment and materials</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are appropriate for the childhood development stage</li> <li><input type="checkbox"/> Are safe</li> <li><input type="checkbox"/> Are in good condition (e.g. not broken, parts are not loose)</li> </ul>	<p>Maintenance is given to equipment, materials, and areas</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has a plan to systematically inspect the yard for sharp objects</li> <li><input type="checkbox"/> Area is covered in sand when not in use</li> <li><input type="checkbox"/> Has appropriate drainages</li> </ul>	<p>The activities in the are organized to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop motor skills (e.g. running, balancing, jumping, riding a tricycle)</li> <li><input type="checkbox"/> Encourage playing with blocks, crafts, artistic creations, role-play, among other things</li> <li><input type="checkbox"/> Explore nature (e.g. sowing, looking at plants and trees)</li> </ul>	<p>The center's staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Involves families and community members in planning outdoor activities</li> <li><input type="checkbox"/> Uses community resources to develop the activities</li> </ul>

BABYSTEPS: THE ROAD TO IMPROVING SERVICE QUALITY IN CENTERS FOR EARLY CHILDHOOD DEVELOPMENT

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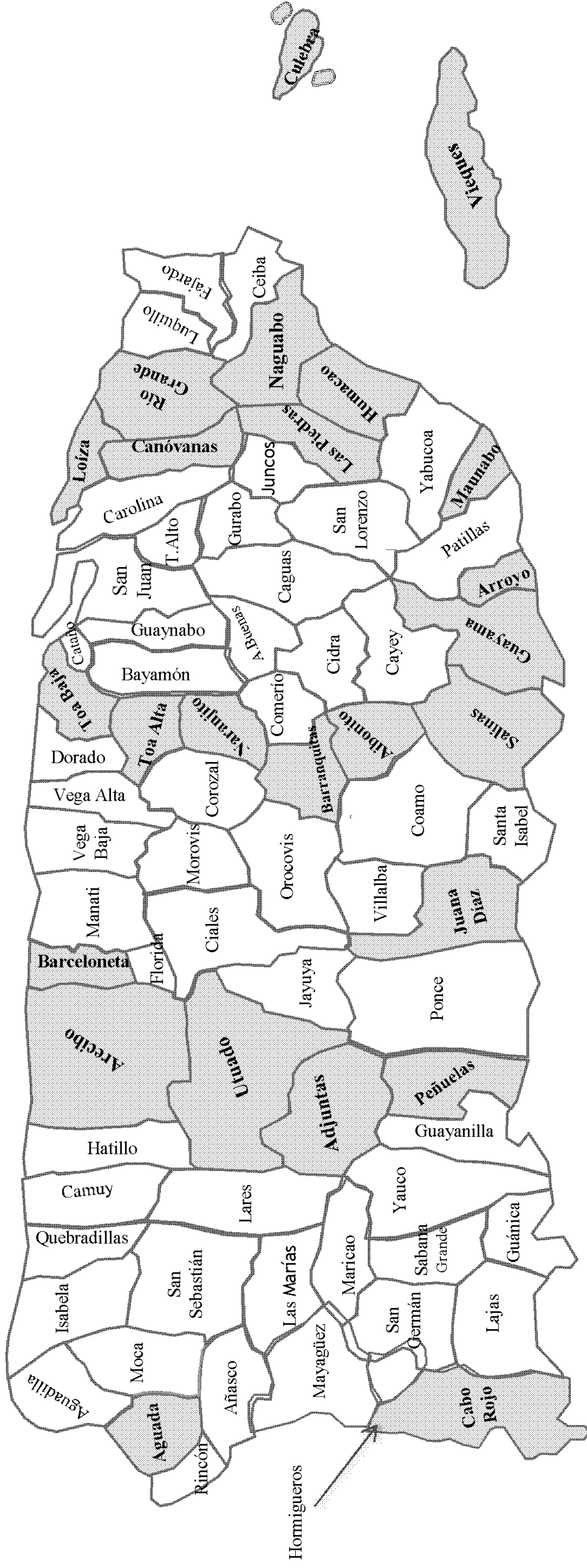
Standard 10: Leadership and Administration

Criteria	Step 1	Step 2	Step 3	Step 4	Step 5
10.1 Leadership	<p>The center has a well-defined mission and educational philosophy that serve as guides for excellence</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The program and the activities are in tune with the philosophy and existing goals</li> <li><input type="checkbox"/> Families and the community are provided with this information using an appropriate language</li> <li><input type="checkbox"/> Considers the families' expectations</li> </ul>	<p>The administration has the necessary qualifications to run the center</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> University credits in Business</li> <li><input type="checkbox"/> University credits in preschool education</li> <li><input type="checkbox"/> Plan for professional development</li> </ul>	<p>The center has</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administrative staff (e.g. directors, supervisors, full-time and part-time teachers)</li> </ul>	<p>The administration encourages the staff to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop professionally</li> <li><input type="checkbox"/> Know the proper measures that influence decision-making (e.g., NAEYC)</li> <li><input type="checkbox"/> Maintain standards of professional ethics (e.g., NAEYC)</li> <li><input type="checkbox"/> Know how to defend children's rights</li> </ul>	<p>The administration encourages</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaboration with staff (e.g., teachers, teaching assistants, and other staff members)</li> <li><input type="checkbox"/> The inclusion of children with special needs</li> <li><input type="checkbox"/> The staff's professional development</li> <li><input type="checkbox"/> Mutual relationships with family members</li> <li><input type="checkbox"/> Mutual relationships with members of the community</li> </ul>
10.2 Administration	<p>The center</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is in compliance with all the necessary requirements, licenses, and permits</li> <li><input type="checkbox"/> Can give an updated record of its compliance with these norms</li> <li><input type="checkbox"/> Ensures the confidentiality of the communication between teachers and families</li> </ul>	<p>The center</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has policies for the staff written out with descriptions of tasks and responsibilities, requirements, pay scales, and benefits, among other things</li> <li><input type="checkbox"/> Keeps policies available for the staff, who is also cognizant of these</li> </ul>	<p>There are policies and procedures to handle issues such as</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health (e.g. medication, illness)</li> <li><input type="checkbox"/> Child abuse</li> <li><input type="checkbox"/> Safety (e.g., to receive, pick up and transport the children)</li> <li><input type="checkbox"/> Nutrition</li> <li><input type="checkbox"/> Emergency management (possesses a plan and drills are carried out)</li> </ul>	<p>The center</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has a board of directors, advisory board, council, or other types of groups</li> <li><input type="checkbox"/> Keeps a system of finance and accounting to record income and expenses</li> <li><input type="checkbox"/> Prepares an annual operational budget</li> </ul>	<p>Has an assessment program for the purpose of evaluating its efficiency and establishing goals</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The assessment process is done annually</li> <li><input type="checkbox"/> Seeks staff and family feedback</li> </ul>

**BABY STEPS: THE ROAD TO IMPROVING SERVICE QUALITY IN CENTERS FOR EARLY CHILDHOOD DEVELOPMENT**

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**Government of Puerto Rico**  
**Office of the General Coordinator for**  
**Socioeconomic Financing and Self Management (OFSA)**  
*Puerto Rico's Highest Need Town / Communities*



**High needs communities identify by OFSA**

**OFFICE OF THE GOVERNOR  
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the Office of the Governor (“Lead Agency”) and Department of the Health (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

**I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

*(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)*

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

**II. PROJECT ADMINISTRATION**

**A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;



- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

#### **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

#### **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

**III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

**IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

Marta I. Sobrino - Bolen 10/18/2011  
Signature Date

MARTA I. Sobrino - Bolen - Executive Director  
Print Name Title

**Authorized Representative of Participating State Agency:**

Lorenzo Gonzalez Feliciano  
Signature Date

Lorenzo Gonzalez Feliciano Secretario de Salud  
Print Name Title

Government of Puerto Rico  
Puerto Rico's Significant Family Engagement Strategies

Agency	Current programs/initiatives addressing Family Engagement	Program Description
<b>Department of the Family</b>		
<b>Administration for Child Care and Integral Development ACUDEN</b>	ASQ -3 Ages & Stages Questionnaire/ ASQ Socio-emotional Development	Assessment used to help early identification of possible developmental deficiencies. Integrates family participation encouraging parents' observations, interest and participation of the child's development.
	A Man's Promise	Initiative aimed to strengthen men's role as parents, importance of an active role in the process of raising his own children, child development and family violence prevention. The activities are meant to be carried out by the father figure that cares for the child and are designed to develop father-son activities at home, the center and community.
	Early Education Resources and Referrals Centers: CENTRANA	Centers that provide early education professionals, fathers, mothers and the general community access to information and specialized resources to help reinforce their knowledge about child care, development and education so that the children receive top quality services. The services are provided through a library that lends equipment and tools and provide information through workshops about early childhood available resources. A Web Site is available to parents' <a href="http://centrana.com">centrana.com</a> .
	Respite and Support Family Support Services	Centers created in areas with a high incidence of criminal activities. The centers care for high risk children, children that have special needs or the family has a necessity that prevents the child's care.
	PAT: Developing Learning Environments	This project is directed to provide educational information, workshops and individual technical assistance to informal child care providers in family day care settings. The purpose of the program is to improve the quality of services to guarantee that every child is prepared to start school.
<b>Administration for Families and Children ADFAN</b>	Schools for Family Life	Offers a Psycho-Educational module to parents that have had their children placed in foster care because of child abuse and/or neglect and to in-home clients with incidence of or at risk of child

Government of Puerto Rico  
Puerto Rico's Significant Family Engagement Strategies

		abuse and/or neglect, in order to stabilize the family, prevent removal of children or reunify families. The psico educational modules re-educates negligent and abusive parents, to become facilitators in their children integral development.
	School for Healthy Living and Parenting	Provides primary prevention educational services directed to Puerto Rico's adults, adolescents and children to promote: a culture of peace and nonviolent families' community relationship, positive parenting skills, youth management of their sexuality, prevention of child abuse and residents' leadership development in their communities.
	Family Reunification	The project improves the relationship of non-custodial parents with their children on cases where adults' relations were disrupted by domestic violence incidents.
<b>Department of Health</b>	Participants Committees-Healthy Start Program	Provides women enrolled in the Home Visiting Program with information and training on health-related issues and tools that empower them to work together as a group to find solutions to problems they share.
	Early Childhood Comprehensive System Project	Provides a series of workshops to families of children aged 0-5 with the goal of increasing their awareness of the children's growth and development. The meetings are initially facilitated by a home visiting nurse and a community health worker. These meetings provide information and training on health-related issues and tools that empower them to work together as a group to find solutions to problems they share.
	Children with Special Health Care Needs (CSHCN) Family Advocate	Develops links between families and Title V, informs them of their rights, educate families and serve as a facilitator for families to participate in decision making.
<b>Administration of Mental Health &amp; Addiction Services ASSMCA</b>	Positive Parenting Skills Workshops	Family-focused services guided to raise parents' awareness of their role in prevention. Workshops include: parenting skill, conflict management, and a specific curricula to discuss underage drinking within the family.
<b>Department of Sports &amp; Recreation</b>	Playing for Your Health Program	The initiative targets children with obesity, poor eating habits and physical activity as well as other emotional factors and lacking alternatives

Government of Puerto Rico  
Puerto Rico's Significant Family Engagement Strategies

		for a recreational and sport participation with peers.
	Sports Development Institute	The institute certifies professionals or trainers in different sports and recreational activities in order to ensure high quality standards. . It will be also implemented for professionals working with children 0-5 years of age.
	Integrate Born Learning Campaign to parks owned by the Department of Sports and Recreation	The campaign rescues parks for learning, playing and family interaction. Encourages parents, caregivers and communities to create quality early learning opportunities for infant and children.
<b>United Way of Puerto Rico</b>	Born Learning Campaign	Campaign guided to increase positive care-giving behaviors, using everyday activities to create fun learning moments for young children public engagement. Helps parents know what actions to take to encourage early learning and help with the feeling that they lack the time to do what it takes to prepare their children for school.
	Bring Up- CRIANZA	Program created to increase communication, raising and conflict solution skills, non-violent strategies and knowledge about child development. The objectives are to increase the parent's positive behaviors and family relations and to work with children abuse and negligence risk factors.

Government of Puerto Rico  
 Puerto Rico's Significant Family Engagement Strategies

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**DEPARTAMENTO DE EDUCACIÓN**  
**OFICINA DE ASUNTOS FEDERALES**  
**PROGRAMA DE TÍTULO I, PARTE A**  
**ESCALA DE OBSERVACIÓN PARA KINDERGARTEN**

Este formulario lo completa el/la maestro/a de Kindergarten utilizando las observaciones realizadas por el/ella durante el proceso de matrícula.

Utilizando la siguiente escala haga una marca de cotejo (✓) en la alternativa correspondiente.

El 50% o más de las aseveraciones contestadas **NO** lo hacen elegible para los servicios de Título I.  
 El 60% de las aseveraciones contestadas **NO** lo hace participe de los servicios de Título I.

Nombre del Estudiante \_\_\_\_\_ Edad      /      /      Años / Meses Nombre de la Escuela \_\_\_\_\_

Fecha \_\_\_\_\_ Distrito \_\_\_\_\_ Región \_\_\_\_\_ Maestro \_\_\_\_\_

RESUMEN DEL NIÑO

Área de Desarrollo	Total de Destrezas	Total de Destrezas Dominadas	Total de Destrezas NO Dominadas	Observaciones
Desarrollo Socio emocional	4			
Desarrollo Psicomotor				
Motor Grueso	5			
Motor Fino	9			
Desarrollo Cognoscitivo				
Lenguaje oral	8			
Lenguaje escrito	3			
Desarrollo Conceptual	38			
Total	67			*Elegible _____ *Participante _____

I. Desarrollo Socioemocional	Domina	No Domina
A. Se queda solo con la maestra y demás niños sin llorar		
B. Puede expresar sus necesidades sin dificultad (ir al baño, tener sed, hambre, etc.)		
C. Puede mantenerse en una actividad durante un tiempo hasta terminarla (aproximadamente 10 minutos).		
D. Al preguntarle expresa deseos de estar en kindergarten.		

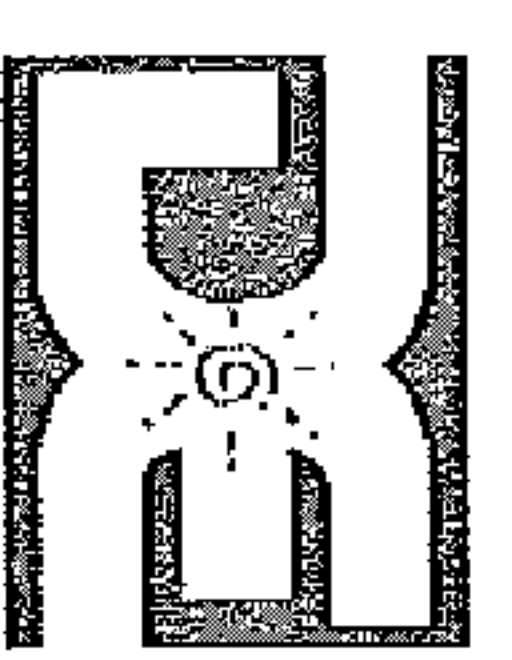
II. Desarrollo Sociomotor	Domina	No Domina
<b>A. Motor grueso</b>		
1. Camina sobre una línea recta		
2. Camina sobre una línea curva		
3. Brinca con ambos pies manteniendo su balance		
4. Se balancea en un pie, usando los brazos para establecer balance.		
5. Rebota una bola por lo menos tres veces seguidas, la tira		

y la atrapa bien.		
<b>B. Motor Fino</b>		
1. Puede hacer rompecabezas sencillos de 5 – 6 piezas.		
2. Se abotona		
3. Se desabotona		
4. Se amarra los zapatos		
5. Abre y cierra cremalleras		
6. Hace un dibujo con facilidad. (Dibuja líneas en todas las direcciones o dibuja líneas y colores variados).		
7. Puede agarrar el crayón o pincel en forma adecuada.		
8. Puede recortar con precisión		
9. Tiene preferencia por una mano al trabajar		

<b>II. Desarrollo Cognoscitivo</b>	<b>Domina</b>	<b>No Domina</b>
<b>A. Lenguaje Oral</b>		
1. ¿Puede decir su nombre y apellido?		
2. ¿Puede decir su edad?		
3. ¿Puede decir el nombre y apellido de sus padres?		
4. ¿Puede decir la dirección donde vive?		
5. Responde a instrucciones verbales tales como: ve al centro de lectura, selecciona un libro de animales y busca tu animal favorito.		
6. Habla sobre su animal preferido o sobre algún otro animal		
7. Se expresa en oraciones completas		
8. Pronuncia con claridad		
<b>B. Lenguaje Escrito</b>		
1. Lee para buscar información cuando se le pregunta ¿Cómo se titula este libro?		
2. Lee de su ambiente de logos de “MC Donald’s”, “Toys R Us”, “Burger King” u otros.		
3. Permite que el niño escriba sobre un tema de su interés en un papel en blanco. Identifique en que etapa de escritura se encuentra. (Marque domina al lado de la etapa identificada, no domina si el niño no puede realizar el ejercicio).		
a. Dibujo		
b. Garabatos (desordenados/ordenados)		
c. Letras escogidas al azar		
d. Palabras copiadas del medio ambiente		
e. Ortografía espontánea		
f. Ortografía en transición		
g. Ortografía convencional		
h. No lo realizó		
<b>IV. Desarrollo Conceptual</b>		
<b>A. Concepto de tiempo</b>		
1. ¿Qué día era ayer?		
2. ¿Qué día es hoy?		
3. ¿Qué día será mañana?		
<b>B. Concepto relacionado a la medición</b>		
1. Identifica el objeto más grande		
2. Identifica el objeto más pequeño		
3. Identifica el objeto más alto		
4. Identifica el objeto más bajo		
5. Identifica el objeto más largo		
6. Identifica el objeto más corto		
7. Identifica los iguales		
8. Identifica los diferentes		



<b>C. Concepto visual de posición</b>		
1. Arriba		
2. Abajo		
<b>D. Concepto visual de dirección</b>		
1. Lado derecho		
2. Lado izquierdo		
<b>E. Concepto sobre geometría</b>		
1. Nombre del círculo		
2. Nombre del triángulo		
3. Nombre del cuadrado		
4. Nombre del rectángulo		
5. Identifica el círculo		
6. Identifica el triángulo		
7. Identifica el cuadrado		
8. Identifica el rectángulo		
<b>F. Concepto de colores</b>		
1. Nombra los colores primarios.		
2. Identifica los colores primarios.		
3. Nombra los colores secundarios.		
4. Identifica los colores secundarios.		
<b>G. Identifica y nombra las siguientes partes del cuerpo</b>		
1. Cabeza		
2. Brazos		
3. Manos		
4. Piernas		
5. Pies		
6. Codo		
7. Rodilla		
<b>H. Concepto numérico</b>		
1. Cuenta del 1 al 10		
2. Agrupa objetos de acuerdo a la cantidad indicada.		
3. Suma combinaciones sencillas.		
4. Resta combinaciones sencillas.		



ESTADO LIBRE ASOCIADO DE PUERTO RICO  
DEPARTAMENTO DE EDUCACION  
SECRETARIA AUXILIAR DE SERVICIOS ACADÉMICOS  
PROGRAMA DE EDUCACION PARA LA NIÑEZ

Informe de Progreso de los Estudiantes de Kindergarten

Año Escolar 20\_\_ - 20\_\_

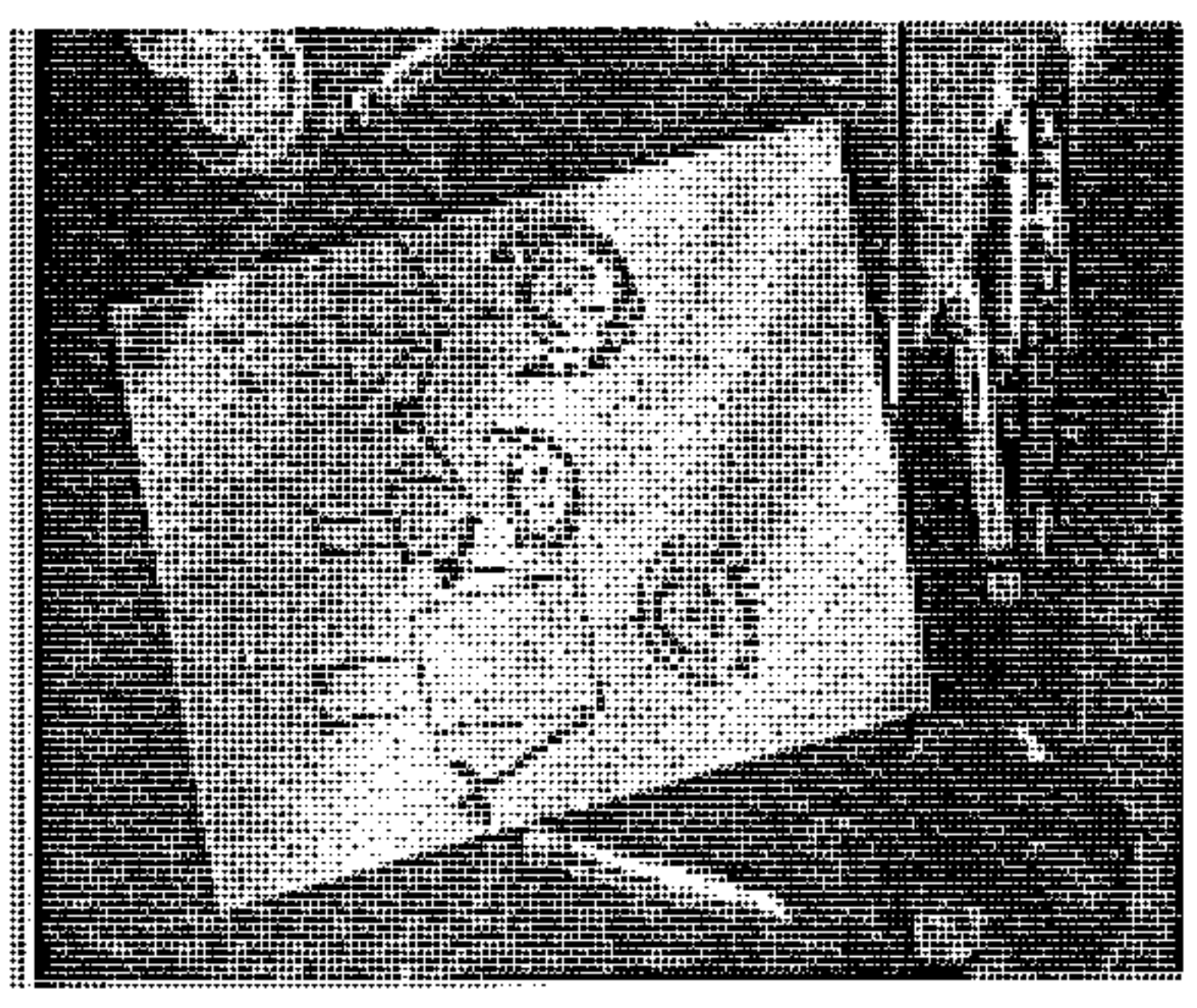
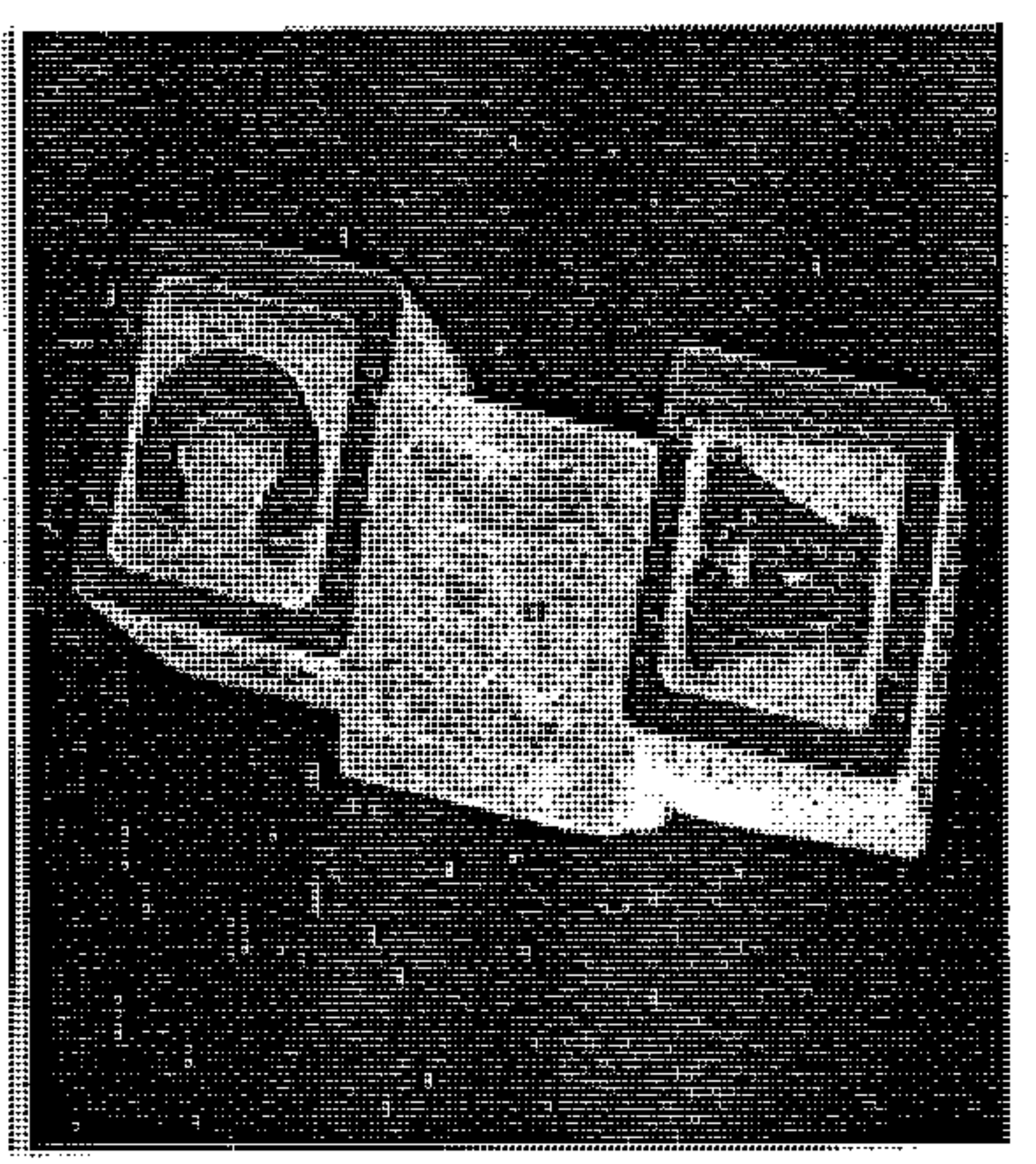
Nombre del Estudiante: \_\_\_\_\_

Número de Seguro Social: \_\_\_\_\_

Fecha de Nacimiento: \_\_\_\_\_

Nombre de la Escuela: \_\_\_\_\_

Distrito Escolar: \_\_\_\_\_



Asistencia Primer Semestre	
Días Presentes	
Días Ausentes	
Tardanzas	

Firma del Maestro \_\_\_\_\_ Fecha \_\_\_\_\_

Firma del Director \_\_\_\_\_ Fecha \_\_\_\_\_

Firma del Padre o Encargado \_\_\_\_\_ Fecha \_\_\_\_\_

Asistencia Segundo Semestre	
Días Presentes	
Días Ausentes	
Tardanzas	

Firma del Maestro \_\_\_\_\_ Fecha \_\_\_\_\_

Firma del Director \_\_\_\_\_ Fecha \_\_\_\_\_

Firma del Padre o Encargado \_\_\_\_\_ Fecha \_\_\_\_\_

Promovido al Primer Grado el \_\_\_\_ de \_\_\_\_ de 20\_\_

NOTIFICACIÓN DE POLÍTICA PÚBLICA: El Departamento de Educación no discrimina pro razón de raza, color sexo, nacimiento, origen nacional, condición social, ideas políticas o religiosas, edad o impedimento en sus actividades, servicios educativos y oportunidades de empleo.

Áreas de desarrollo	20 sem	40 sem
<b>Desarrollo socioemocional</b>		
✚ Comparte con los demás		
✚ Respeta las normas del salón		
✚ Acepta responsabilidad por sus acciones		
✚ Participa en actividades con otros para compartir decisiones y resolver problemas y conflictos		
✚ Demuestra autocontrol en diversas situaciones		
<b>Desarrollo físico</b>		
✚ Identifica las partes del cuerpo		
✚ Motor grueso Ejecuta movimientos locomotores: caminar, correr, saltar, brincar y otros,		
Ejecuta movimientos no locomotores: lanzar, atrapar y otros		
✚ Motor fino Recorta con precisión		
Ensarta cuentas		
Arma y construye		
Rasga		
<b>Desarrollo creativo</b>		
✚ Dramatiza situaciones y asume roles		
✚ Explora la música a través del movimiento corporal y del uso de instrumentos rítmicos.		
✚ Realiza trabajos creativos a través de diferentes medios utilizando diversos materiales.		

Áreas de desarrollo	20 sem	40 sem
<b>Desarrollo lingüístico</b>		
✚ Escucha y ejecuta instrucciones orales		
✚ Conversa y narra sucesos en secuencia lógica		
✚ Nombra, identifica, describe objetos, acciones y sucesos familiares		
✚ Expresa oralmente ideas y sentimientos en torno a láminas, cuentos, poemas y canciones		
✚ Habla en oraciones		
✚ Comunica sus ideas con claridad y coherencia		
✚ Maneja correctamente los libros y otros materiales impresos		
✚ Predice al observar ilustraciones y al escuchar historias y otra información		
✚ Reconoce y lee su nombre		
✚ Escucha con atención la lectura de cuentos y otros géneros literarios		
✚ Identifica por lo menos quince letras del alfabeto, especialmente las de su nombre		
✚ Escribe su nombre		
✚ Escribe su apellido		
✚ Comunica sus ideas mediante dibujos, letras y otros		

Áreas de desarrollo	20 sem	40 sem
<b>Desarrollo científico y lógico-matemático</b>		
✦ Identifica las partes de la planta y la función de cada una		
✦ Clasifica los animales de acuerdo a las características de su especie		
✦ Identifica los sentidos y los órganos sensoriales que los representan		
✦ Observa y describe el ambiente y los cambios que se producen en éste		
✦ Identifica y describe los objetos por:		
tamaño		
altura		
longitud		
✦ Clasifica objetos de acuerdo a características de:		
color		
forma		
tamaño		
textura		
peso		
✦ Establece correspondencia entre el numeral y el conjunto de: 0-5 elementos		
6-12 elementos		
✦ Realiza relaciones numéricas de suma con totales hasta el 5		
Resta con minuendos hasta el 5		
✦ Identifica y describe figuras geométricas		
✦ Identifica y utiliza monedas		
✦ Lee en el reloj la hora en punto		
✦ Identifica entero y mitad		
✦ Recopila, organiza e interpreta datos en una gráfica		
✦ Identifica, completa y crea patrones		

La leyenda a ser utilizada en cada período:

N/I = No Iniciado

I = Iniciado

ED = En Desarrollo

L = Logrado

Observaciones:

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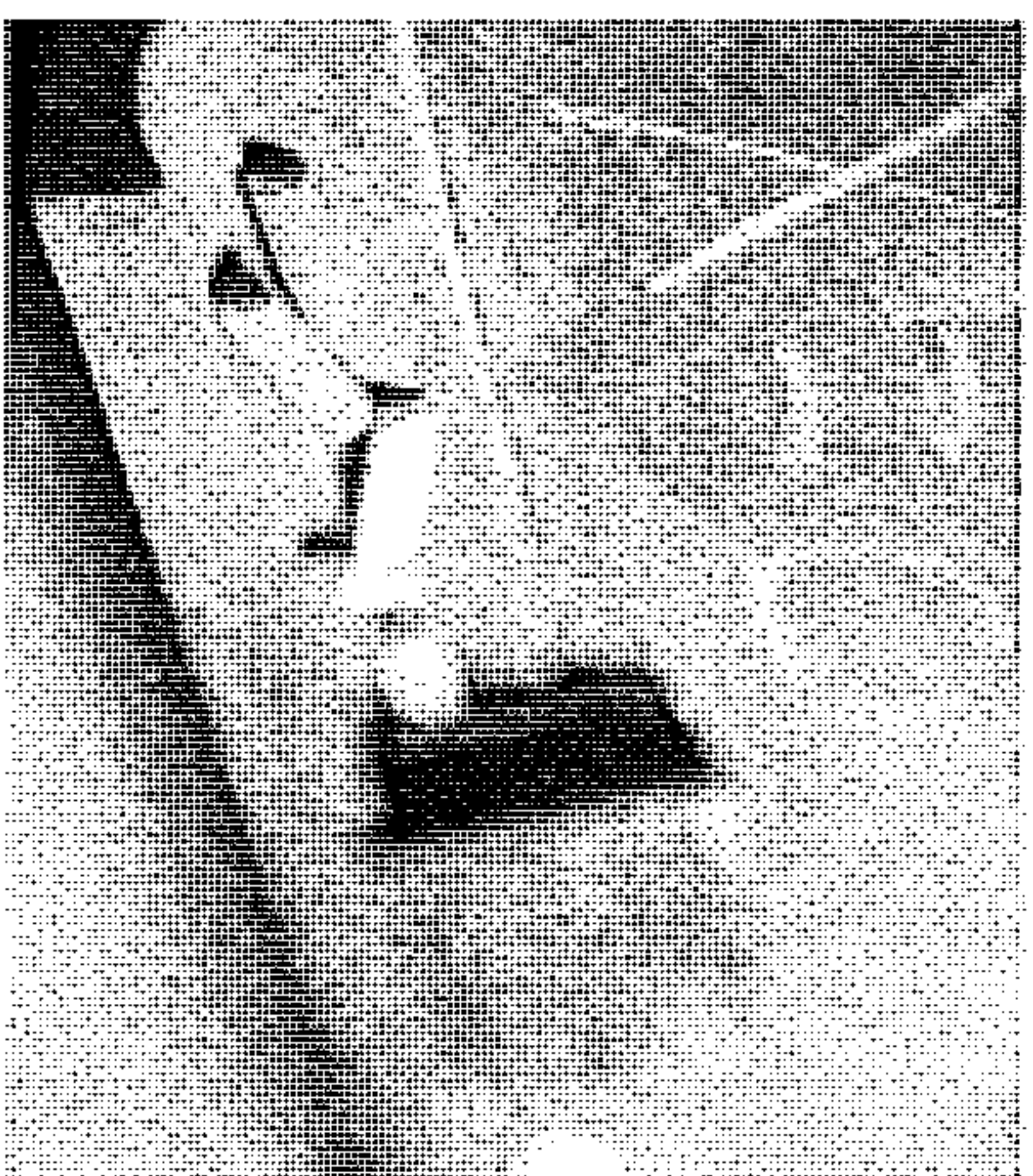
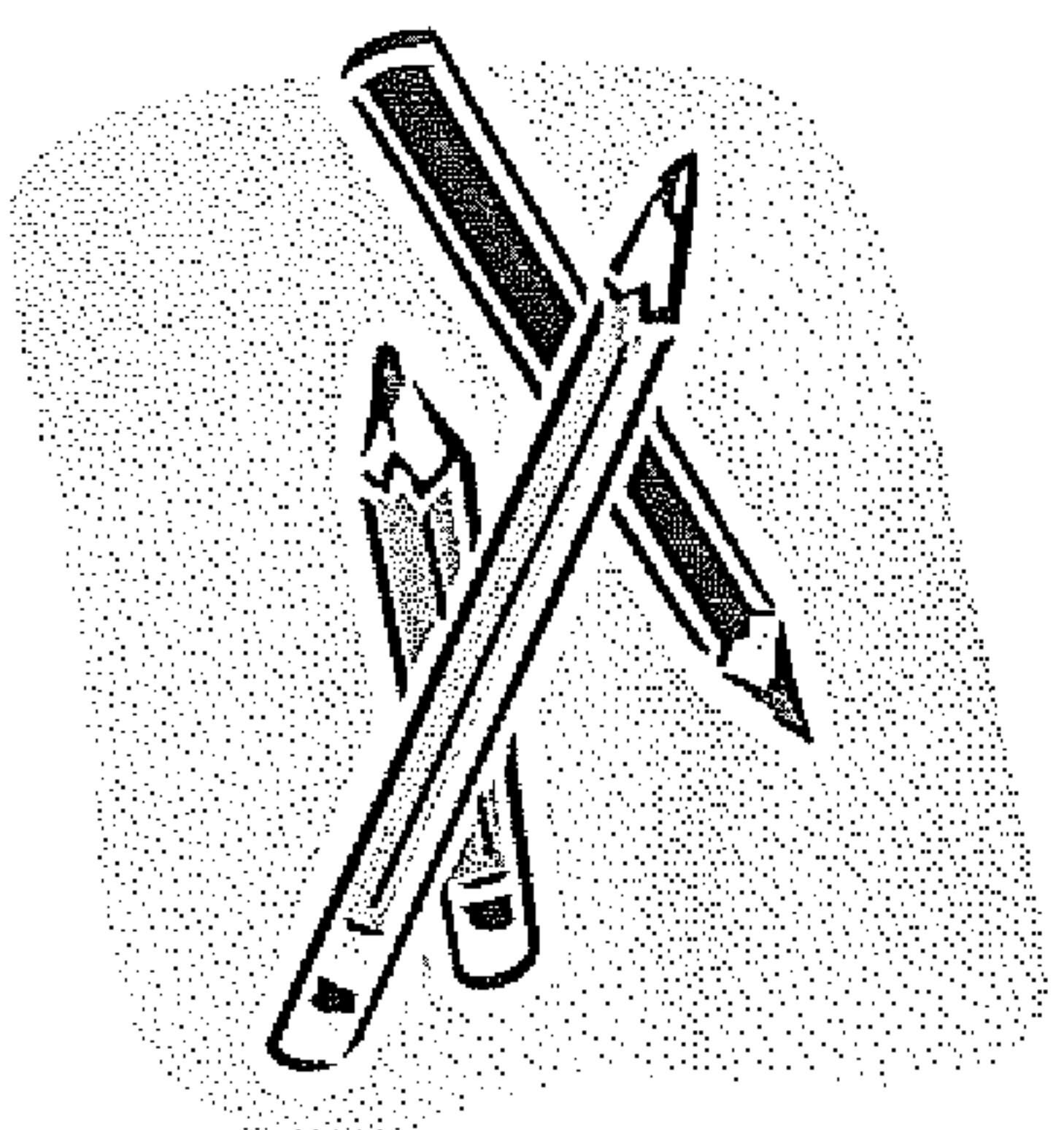
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**OFFICE OF THE GOVERNOR  
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the Office of the Governor (“Lead Agency”) and Department of Education (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

**I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

*(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)*

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

**II. PROJECT ADMINISTRATION**

**A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

#### **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
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**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

Marta I. Sobrino - Galen 10/18/2011  
Signature Date

Marta I. Sobrino Galen - Executive Director  
Print Name Title

**Authorized Representative of Participating State Agency:**

J. Rivera Sanchez 10/18/2011  
Signature Date

Jesus Rivera Sanchez - Secretary  
Print Name Title

**OFFICE OF THE GOVERNOR  
MEMORANDUM OF UNDERSTANDING**

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**I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

*(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)*

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

**II. PROJECT ADMINISTRATION**

**A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;



- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

#### **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

#### **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

**III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

**IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

Marta J. Sobrino - Bowen 10/18/2011  
Signature Date

MARTA J. Sobrino - Bowen - Executive Director  
Print Name Title

**Authorized Representative of Participating State Agency:**

Henry Neumann 10-18-2011  
Signature Date

HENRY NEUMANN SECRETARIO DEPART. RECREACION Y DEPORTES  
Print Name Title

**OFFICE OF THE GOVERNOR  
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the Office of the Governor (“Lead Agency”) and Department of Sports and Recreation (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

**I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
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*(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)*

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

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**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

Marta I. Sobrino - Bolen - 10/18/2011  
Signature Date

MARTA I. Sobrino - Bolen - Executive Director  
Print Name Title

**Authorized Representative of Participating State Agency:**

  
Signature Date

Ileana I. Inserni Cintrón, Administrator  
Print Name Title

**OFFICE OF THE GOVERNOR  
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the Office of the Governor (“Lead Agency”) and Mental Health and Anti-Addiction Services Administration (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

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**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

Marta I. Sobrino-Bolen 10/18/2011  
Signature Date

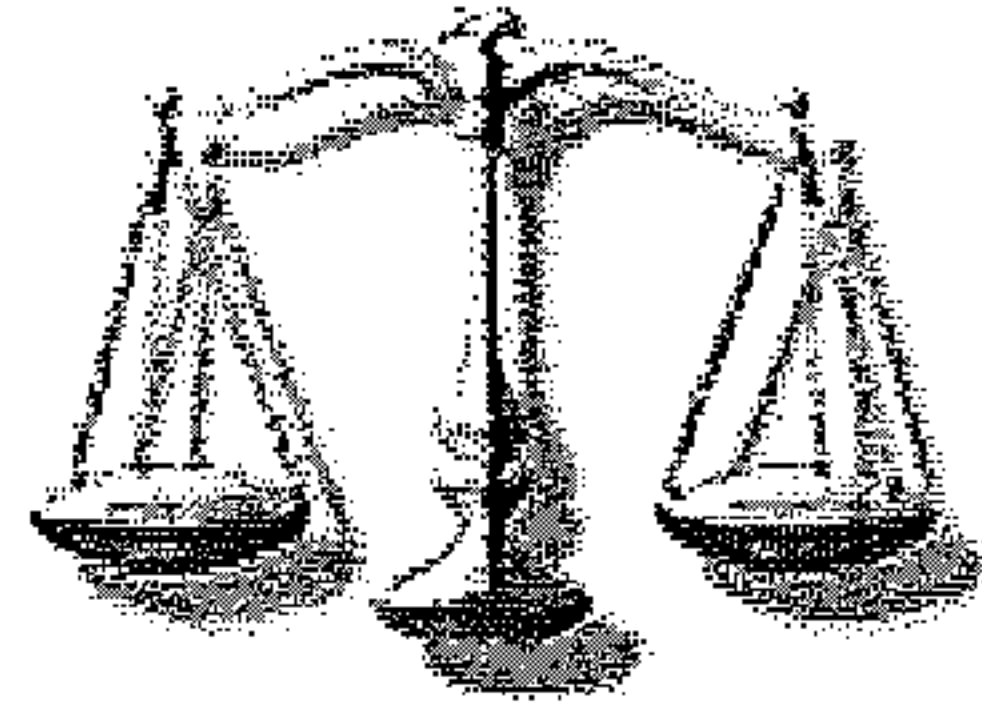
Marta I. Sobrino-Bolen - Executive Director  
Print Name Title

**Authorized Representative of Participating State Agency:**

[Signature] 10/18/2011  
Signature Date

Luis A. Martinez ADMINISTRATOR  
Print Name Title





# Lex Juris

Puerto Rico

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## Act No. 93 of 2008

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(SB 2080), 2008, Law 93  
(Conference)

### Law for the Implementation of Public Policies for Early Childhood Act No. 93 of June 18, 2008

To adopt the "Law for the Implementation of Public Policies for Early Childhood," in order to establish the Public Policy for Early Childhood in Puerto Rico, based on their overall development, establishing the responsibilities of central government and municipal governments; facilitate coordination among organizations that provide services to children, creating the Governor's Advisory Council for Children and Early Childhood Cabinet Early Childhood, establish duties and responsibilities, and for other purposes.

#### STATEMENT OF MOTIVES

There is no doubt that children are the greatest wealth of a people, because they are the promise of a better future. Eugenio Maria de Hostos presented the true value of childhood, when he wrote in his book *Social Morals* that "children are the promise of man, man hope for mankind." For this reason, we recognize that we must provide children due care, the necessary experiences, protection and better opportunities that enable them to develop their maximum potential as individuals.

The country's investment in early childhood, besides guaranteeing the inalienable rights of children, is an investment in human capital of a society. Longitudinal research that includes a cost-benefit analysis of some programs in the United States, reveals that the remuneration of the investment ("return of investment") at an early age is positive because it produces social and economic benefits in the long term laid the foundation of lifelong learning, increasing the productivity of their citizenship and producing savings in the cost of remedial strategies. These benefits include higher levels of intellectual achievement, particularly in the verbal and math skills, greater school success, including a lower grade dropout and a higher graduation rate, employment levels and higher pay, better results in the health, less dependency on social welfare system, lower crime rates, higher revenues and lower spending. (Larry Schewinhart et al., High / Scope Perry Preschool Project, Ypsilanti , Michigan , 2005).

In the current social and demographic circumstances, including changes in family structures and the increase of women in the workforce, the provision of services for the development, care and early learning, enabling retention of parents in the field work while their children grow. In addition, they support greater participation of women in social and economic life of the country through paid work. The maternity leave policy for parents, along with public investment in early childhood programs, are measures that facilitate gender equity.

Early childhood, from infancy to eight years old, is a crucial period to promote the integral development of children. According to the "National Center for Children in Poverty", there are several reasons that validate to establish and implement appropriate public policies for early childhood is a great investment. Among the reasons are: the early years are a window of opportunity to ensure optimal

development, resulting in long-term social benefits. Scientific evidence shows that school failure and its consequences are greater when the signs are not addressed early risk, that scientific knowledge of how to design, implement and evaluate effective interventions to promote the integral development has increased in recent years.

In addressing specifically the issues of children in their early years, public policy focused on this period, recognizes that early childhood experiences lay the foundation for development and learning throughout life. Appreciate the early childhood as a unique and valuable period of life is everyone's responsibility. We have a duty to recognize the social importance of this space of time and respect it. Several decades of research documenting the role of early experiences on cognitive and social development and how they influence the formation of self. These experiences are necessary to achieve the development potential, both physical and social and cognitive development. They are the starting point to build and develop concepts, communicate, interact, brainstorm, develop mental models and develop thinking. This, in childhood should encourage interactions with objects and people to achieve trust, security and independence, essential elements of character building, self-esteem and cognitive structures.

In 2000, the "Center on the Developing Child" Harvard University, published a report of the National Academy of Sciences entitled "From Neurons to Neighborhoods: The Science of Early Childhood Development". It is clear from this report that scientists understand that advances in neuroscience, molecular biology, genetics and research on child development, combined with four decades of program evaluation and data collection, provides the basis on which government officials, executives, civic leaders, and professionals can design effective public policies for children in their first years of life. As a result of the investigation and after discussions held by these professionals, was published by "Center on the Developing Child" the following key findings: Early experiences determine whether the architecture of the brain of a child provide strong or weak foundation for all future learning, behavior and health, children need early positive relationships, learning opportunities and safe environments, four decades of research on program evaluation show that the "effective factors" may increase development in the first five years of life (such as prenatal care, environmental, and quality of service, among others), the intervention strategies used in programs for children who are at risk of poor results, have proven effective for them and their families, the Effective programs are regularly evaluated and continuously improved, the ensure that children have positive experiences prior to entering formal schooling, probably result in better outcomes than remedial programs later.

Arises early in life what neuroscience recognizes learning as windows or sensitive periods for learning certain skills. Development and learning of language and motor efficiency, among others, are part of this event. Failure to supply adequate time to achieve interactions different abilities, later it becomes more difficult to develop. Thus, early experiences have a decisive impact on how the brain is wired for the rest of life. You need to know that the greatest number of interconnections are developed during the early and be part of human baggage for the rest of life.

In childhood, they must have access to optimal living conditions for the development. Our children must live in the best way possible. Therefore, it is necessary to improve conditions for the optimal development of children in general, and particularly those living in adverse social conditions and poverty. These factors increase their vulnerability and exposed to a number of risks of physical, emotional, environmental and social. Another of these conditions are the relationships between children and their families. The children and their families have needs, priorities and strengths. The family is the primary influence in children of early age. In the family are the people who provide primary care and is where the first experiences of interacting with the external environment. The experiences with the family during these early years of development of an individual, influence the brain systems that shape and relations and the ability to learn. A strong and healthy relationship with the family, implies better early childhood development and a greater opportunity to create healthy relationships with others. The ability of families to encourage children and encourage them to learn, creates the basis for the conditions of their child's success in adulthood. Healthy relationships in the family based on respect among members, knowledge of the roles

and recognition of the value of each in the development of others. The family must provide an environment in which children can be heard to identify and understand their needs. Families who understand the development of children have reasonable expectations for their children, giving them the opportunity to trust, learn, grow and explore the world. A family that understands and accepts his role as a body protector, provider and educator of the child, shows love and struggle to meet the needs of children. These families are involved in a meaningful and effective in planning and implementation of services appropriate to treat the diverse needs of children.

Aware of this reality, the Legislature recognizes that establishing a Public Policy for Early Childhood, promote healthy relationships between families, recognizing their importance to provide a solid foundation in the development of children and in adults which will be converted.

There is no doubt that children and their families have special, needs, priorities and strengths. We must not forget that every family has its strengths and resilience in the face of various crises or challenges. In particular, children with special needs and their families have unique strengths and diversity priorities. We have a responsibility to make them feel our support to achieve their goals, and implement the best intervention practices as well as provide effective and appropriate alternatives for their development. The development of children has several interrelated dimensions. 's health and development of children is a public responsibility that should be optimized for all children, not only for those at risk. This requires an explicit recognition that development is an orderly, continuous, interactive, varied and intertwined biological, nutritional, educational, physical, social, self-help, emotional, language and cognitive skills, which facilitate or constrain simultaneously within a social and cultural context. All children have the need to be loved, accepted and protected, and develop an attachment bond with their primary caregiver, to meet their nutritional needs, sensory stimulation and control and discipline. These and other needs change through different cycles and transitions of childhood: pre-conception and birth, childhood, maternal, preschool and school. Children with special needs have also unique and individual challenges that must be addressed. Development is a cumulative global experience varies depending on nutritional, biomedical, profile hereditary and social and cultural context of the child and the child and his family. Parents, primary caregivers or guardians as providers and health professionals should be educated in matters of health and prevention, to ensure compliance with the right to enjoy health.

Certainly, in childhood we learn actively, through his experiences with his environment and through interaction. Active learning is essential for the development of human potential. It is a natural process that can be inhibited or facilitated, dependent adult willing to offer opportunities to experience real experiences, relevant and meaningful in environments that encourage exploration and interaction. Dynamic and positive environments representing balance and stability necessary for growth and achieve development. There is active learning where the child has the opportunity to be exposed to novel stimuli, exploring and discovering all that surrounds him. As this interaction occurs, attribute and represent a variety of ways: through oral language, drawing, writing, music, and others.

The influence of the integrated development environment is dramatic. Neuroscience emphasizes that interaction with the environment is not only an aspect of interest to the developing brain, but is an absolute requirement. The brain is susceptible to environmental conditions, including stimulation, care and love that the child receives. On the other hand, the environment becomes the social scene where the little practice the communication of ideas, dialogue, development of concepts and skills. These factors are essential for cognitive development for problem solving, reasoning, memory and creativity.

Active learning occurs effectively in game situations, environments where they provide appropriate learning opportunities for development. That is, you need a quality early care and education, where skills are respected and predictable sequence of development in each child. There should be a supportive emotional environment, respect, consideration and acceptance. Adults should promote stability and security environments.

The adult's role is to facilitate interaction in the context of the small sensory, physical and social to keep the brain in action. The ability to learn depends to a large extent, an adult committed and ready to play, enjoy and get involved with the child. It's simple, children learn concepts, form ideas and create their own abstractions. They do this by moving, listening, searching and manipulating activities, alert an adult dependent, sensitive and good observer, which allows the child to engage in interesting experiences.

Adults involved in the lives of children should be facilitators in their development. The comprehensive development involves all personnel necessary to achieve their healthy development. These people comprise a large segment of committed adults such as: teachers, providers of child care and development, and development workers and their families. The children learn social skills by observing and interacting with their parents, family and adult friends, teachers or teachers, other children their age and other people around, including the role models they see in the media. Empathy, caring, wanting to share, the refrain from aggression, the ability to love, and a host of other characteristics of a happy and productive are associated with the core competencies of attachment formed in infancy and early childhood through interaction with parents, carers and educators. The ultimate goal of those involved with children should be to improve their ability to develop and learn. The fundamental premise that should guide parents and caregivers for the optimal development of the child, the child's respect as a person, as a unique individual with characteristics and needs.

In light of these guiding principles, we establish that the main areas of focus in enacting the Public Policy for Early Childhood are: Birth Insurance, Health, Arts and Culture, Education, Security, Family and Sports and Recreation.

Birth safe is the health, hope, and affirms the optimal development of the unborn baby, ranging from pregnancy through childbirth process, including the first month of life.

In areas of Health, is central to maintaining health and family-centered child, accessible, affordable, continuous, coordinated, comprehensive and culturally sensitive elements that guarantee a medical home over the life cycle periods ranging from prenatal period through age 8. This will ensure the reduction of infant mortality, prevention, detection and early intervention physical health conditions and socio-emotional, ensuring appropriate transition process, considering the principles of ethics and confidentiality.

In Art and Culture, the main interest in establishing this policy will contribute to the education and integral development, ensuring a better quality of life through art and culture as a source of physical, mental and spiritual. Through various activities and projects and appropriate levels of development including early childhood, children can explore the wide range of arts and cultural wealth known Puerto Rican and international. The field of the arts include: literature and poetry, dance, theater, music, visual arts, architecture, folk arts and heritage museum, archaeological and ethnographic, among its other manifestations.

Education is the social process that facilitates and extends the ongoing development of human beings in their individual dimensions, social and historical, in order to harness the full capacity to live in harmony with the environment. This includes spiritual beliefs, values, total welfare, a high sense of ecological awareness, appreciation for culture, family and development.

Security is part of the guarantees of protection efforts so that children have opportunities for a full physical, mental and emotional, in order to achieve their best interest and welfare. This includes the prevention of maltreatment, abuse, neglect, both institutionally and within the family and community. Security is therefore a state of peace and prevention, and how to address any risk. It aims to increase the levels of welfare and reducing vulnerability of the population in early childhood settings or environments to which children are exposed regularly and girls. Is such protection and the measures used to promote wellness and prevent damage or risk to physical and emotional integrity of our children.

Family, defined as two or more persons related by blood relationships, legal, family relations or kinship, shared social responsibility, economic and emotional, whether or not live together under one roof, is the framework for development of public policy, ( Act No. 177 of August 1, 2003, better known as the "Law for the Welfare and Protection of Children").

All families have strengths and can go through processes of resilience, that is, strengthening and growth in response to a crisis or challenge. For the family to function as a facilitator of development potential of children, they must address their needs for parenting education, promoting health and family welfare to improve their quality of life, gaining control of the aging process , preventing its dysfunction by high levels of stressors that may affect their roles in this process of socialization. Poverty is a phenomenon that occurs from many causes that affect children from different ecological environments (Bronfenbrenner, 1987), exposing them to multiple risks (Mansilla, 1989, McLoyd and Wilson, 1991, Huston 1991), has profound effects on the environment the home, family structure and in the immediate resources. But its effect goes beyond the immediate context of child and family, affecting the quality of their environment, their community, school, and physical security services, expressed it in high rates of violence and crime associated to drugs. When the environment is one of poverty, at times, can pose a number of risks both physical, emotional, environmental, social and emotional, to which the most vulnerable are children. Investing in children and the rights of children, are among the most effective ways to eradicate poverty. There is no doubt that tackling the root causes of poverty as a way to achieve positive and lasting changes in the lives of children.

In Recreation and Sports, the public policy enunciated here incorporates all elements for optimal growth and development. The recreation area means any activity or experience that stimulates the senses, socially accepted, made during free time, voluntarily, which is derived satisfaction that comes from a sense of comfort and fun. The sport involves every manifestation of the work of early childhood as expressed in the play, physical activity, movement, exercise, skills and athletic skills, organized according to levels of early childhood development.

In the Federal Census of 2000, there were 295.406 children under the age of five (5) years, 336.446 under the six (6) years and 305.162 of the five (5) and nine (9) years. This gives us a rough idea of the child at an early age, as defined in this measure. These represent a little less than 55% of children from birth to seventeen (17) years and 16% of the total population of 3.8 million. Furthermore, these data show that 133.325 children under six (6) years of age have parents in the workforce, and 202.605 or 58% of them live in families with incomes below the poverty line. In analyzing the vital statistics published by the Department of Health, they show that during 2000, 10.8% of children born underweight, which is a very high risk for survival. That same year, the infant mortality of 9.7 per thousand live births. On the other hand, children have been targets of violence. The increase in the number of reported cases of domestic violence and child abuse has been alarming in recent years. Statistics from the Department of Family Services on child abuse show that there is a real problem in Puerto Rico in relation to abuse our children. In 2004, the Department of Family 50.227 active cases reported, in 2005, reported 49.549, and in 2006, 47.950 cases. However, orientation programs for families to increase their parenting skills and healthy living are few. Prevention efforts are inadequate and have not been consistent or appropriate to address this problem.

For many years, the dropout has been one of the problems of greatest concern to all administrations of the Department of Education in Puerto Rico. Despite this, each year the number of students who leave school without completing a degree, either at the intermediate level or higher. The dropout problem is multifactorial, which hardly exists a unique solution. In the study by Jorge Juárez in 2003, showed that three (3) dropout rates in schools. These are: 1) students who because of family problems intermittently attend school and assists them when luck, beyond the problem and return to pass the courses not accredited, but overcomes discouragement, they tend to drop out, 2 ) students who for various problems in school, but selectively, enter some courses or classes, sometimes from the

beginning, but they do not understand the teacher or the course, choose not to continue attending, 3) students attending to school with other interests, which are probably convinced that the subjects do not understand or are interested in trying, and there are no classes or by mistake.

In regard to the care and education of our children under the age of six (6) years, the data reveal that at present they are served in a variety of scenarios, whose services are defined according to the extent that incorporate elements of care and / or education or comprehensive services to its programming. The main programs of service to this population and serve tuition are as follows: Kindergarten in public school, 35.720; Head Start Program, 36.842, Public programs for child care and development 11.874 (FLOCK), 800 (Department of Education ) Private Schools for the care and development (1,120) 27.700; Private Schools with Kindergarten and Pre Kindergarten, 21.300.

An undetermined number of children, also served in nursing homes licensed and unlicensed. The license to operate is granted by the Department of Family for the institutions that serve children under four (4) years or the General Council of Education for those four (4) years and older in institutions offering an educational program and not merely of care. We have recently seen an increase in private sector schools in response to the poor quality of public education in public schools. Minimal pre-school programs, whose quality is recognized by accreditation from a recognized institution.

At present, there is a dearth of programs to prepare teachers for infant / maternal, and there is no professional certification for those issued by the Department of Education or any other government agency.

In 1990, the "Goal's National Educational Panel", published the results of a study focusing on children. These results also support the need to recognize that preparing children for success in early childhood programs is a multidimensional task, which includes meeting the following needs: learning experiences in environments of high quality, whether in the home or in an early education setting, having enough to eat and live in safe and stable neighborhoods, to visit the doctor, including a dentist, under any circumstances, so stay healthy and strong, to have parents and families who care for, protect, and have the tools to be their first teachers are equipped with the skills necessary to be strong and excellent caregivers, and attend programs that are properly prepared to receive children from an early age.

There is no doubt that the first years of life represent a great opportunity for growth of the child. Puerto Rico has had multiple efforts at various agencies and community-based organizations to provide quality services to our children early in life and their families in all disciplines and forms of services. Some examples of these efforts over the past ten (10) years are: "Our Children First Congress", Office of the First Lady of Puerto Rico (1997), the creation of Care Management and Development of Children under Act No. 179 of 2003 and Lee and Dream Project, Office of the First Lady of Puerto Rico (2005), among other efforts. However, despite these and other initiatives, services for this population is still scarce, fragmented and unstable. The elimination of state funding for early childhood programs and reducing federal funds has affected the planning and implementation of innovative and comprehensive projects for this population. Currently, the situation affecting this important sector of the population requires concerted actions aimed at improving their quality of life with actions that promote their optimal development.

Recognizing that our children are the most valuable and precious treasure and the current generation's commitment to the future of Puerto Ricans, this public policy will serve as a strong vehicle for the development and implementation of comprehensive programs aimed at early childhood grounded in the highest democratic values and focus, always in the interest of the child.

**ENACTED BY THE LEGISLATURE OF PUERTO RICO:**

## Article 1. - Title

This Act shall be known as the Law for the Development and Implementation of Public Policies for Early Childhood Puerto Rico.

## Article 2. - Definitions

For the purposes of this Act, the following terms have the meanings stated below:

- a) FLOCK - Management and Development Care of Children.
- b) ADFAN - Administration for Families and Children
- c) Delivery / Delivery - Completion of human pregnancy, from which an infant emerges from the womb of his mother. Marks the lives of the family.
- d) Breastfeeding / Lactation - The most powerful tool for cultivating the attachment relationship. Beyond nutrition and immunology, establishing emotional balance in the infant, promotes the development of his personality and the basis for managing interpersonal relationships.
- e) Learning Environment - is the physical space and its use is given to materials and equipment to provide learning opportunities in all dimensions of development.
- f) Attachment / Link / reciprocal relationship - a relationship is significant, is the link between the child and one caregiver, which makes him feel loved, cared for and protected. It involves eye contact and touch as to catch him on his shoulder, watching, smiling and playing.
- g) Learning - is the change in human capabilities as a result of the interaction and experience with the environment.
- h) Archaeology - The science of everything that relates to the arts and monuments of antiquity.
- i) Art - Manifestación of human activity through which expresses a personal vision and selfless real or imagined plays with plastic resources, language or sound.
- j) Visual Arts - Fine Arts also called, means a special kind of art, including performing arts, musical arts, literary arts and media arts.
- k) folk arts - the art is cultivated by artists, often anonymous and based on tradition.
- l) visual arts - set of disciplines that enable human communication across time or between individuals and the objects they use. They are: traditional visual arts, drawing, sculpture, painting, visual arts styles such as animation, interactive art, calligraphy and photography, printing including: printing, engraving and typography, interior design, fashion and graphics.
- m) Welfare - State of the people whose needs and physical and mental conditions will provide a feeling of satisfaction and tranquility.
- n) Life cycle - is a process of moving from one developmental stage to another. These changes are part of a predictable stage. Once they occur, causing a series of processes that affect the development of the

family.

- o) Advisory Committee for the Development of Public Policy for Early Childhood - Committee composed of representatives of government agencies that in one way or another, provide early childhood services, and representatives of professional organizations, service providers, parents, academia, and organizations of parents, among others.
- p) Learning Community - Group of people learning with each other, shared interests and goals, and develop collective strategies to encourage the development of the child.
- q) Physical Growth - Pertaining to the body. Increased height, weight and other bodily changes that occur as the child grows in age, they are measurable and quantifiable.
- R) pre Preconception Care - care program for women before pregnancy, during pregnancy, before the birth of your baby that increases your chances of having a healthy baby. Includes prenatal education and counseling.
- s) Popular culture - is the set of statements which express the traditional life of a people.
- t) Curriculum - Are all the daily activities of an organized and predetermined purposes, encourage children to engage actively in their learning process. Offers strategies to address specific physical development, social, emotional, language and cognitive development, so you can reach their individual potential. The appropriate curriculum encourages natural curiosity, exploration and problem solving through the temporary environment and physical environment. It is an educational tool, organized and flexible which supports to guide learning and child development in a comprehensive manner. It's underpinned by philosophical and theoretical paradigms and empirical findings that provide insight and understanding to the child. Must meet the needs of knowledge and development to those who served.
- u) Dance - action is the way of dancing, in a role are one or more instruments.
- v) Sport - Sport is practiced from an early age with an educational purpose-format, which comprises the steps of initiation and development of sport in early childhood. Allows the practical exercise of virtues such as respect for others, teamwork, tolerance and equity.
- w) child safety devices and assistive technology equipment - equipment or child safety devices are mechanisms that help prevent injuries in children and young girls. They are used to prevent children are injured because of dangers, both internal and external, in homes and nursing homes. Are the mechanisms that help prevent injuries in children and young girls.
- x) Enjoy your free time - refers to offers recreational activities for leisure and recreational sports.
- y) Sports playful - movement or sensory activities performed during leisure time, with requirements available to all children according to their physical condition and age, performed according to the stage of early childhood development.
- z) Education - The process used to facilitate and promote the continued development of the human individual in its different dimensions, social and historical, in order to fully develop their potential and their ability to live in harmony with their environment. This includes their spiritual beliefs, values, total wellness, environmental awareness, culture, family and development.



- aa) pre-primary School - Girl or boy of five (5) to six (6) years of age, typical kindergarten.
- cc) Primary Elementary School - girl or boy between six (6) to eight (8) years of age, typical of the elementary grades first through third grade.
- bb) Ethics - moral principles Group considers respect for the autonomy of patients and their families, beneficence, nonmaleficence and justice.
- cc) Ethnography - is the science that aims to study and description of culture, peoples and communities.
- dd) Habilitation - Interventions aimed at training the person of functional damage aftermath of physical, psychological or social.
- ff) Medical Home - Model of providing high quality service and cost-efficient, directed to serve the population of children and their families through a network of medical and related services. Accessible, continuous, comprehensive, coordinated, compassionate and culturally effective.
- gg) Infante - is that baby from the moment of birth until it begins to take its first steps. That baby from birth to one who still does not walk independently or domain.
- hh) Game - fun activity that refers to any activity of a physical or mental impairment that provides experiences for the development and character formation.
- ii) Licensing - The process of assessment, license and monitor public and private institutions engaged in child care, and any natural or legal person who is dedicated to place children (as) in institutions, in order to be adopted . Its purpose is interested in offering the service meet and maintain the required standards through evaluation and monitoring of establishments, by licensing process.
- jj) Literature - art is the word used as a tool. Production includes not only poetry, but also the works that fit the aesthetic elements, such as speeches, historical and didactic.
- kk) Health Maintenance - Efforts made to be healthy.
- ll) Maternal - Andarín, Trotter. Is that baby starts to walk briskly up to meet the three years of age.
- mm) Music - It's the melody or harmony, and the two combined. Modulated sequence of sounds to recreate the ear. Art of combining sounds of human voices or instruments, or each other at once, so that produce pleasure, touching sensitivity, whether happy, sad either.
- nn) Museography - The set of techniques and practices relating to the operation of a museum.
- oo) Museographic - is that which belongs or on the museology.
- pp) Toddler - For purposes of this Act, state period from preconception to eight years old.
- qq) Appropriate Practices - Practical Guides, framed on concrete examples and ideas that facilitate in making decisions about how to be an adult's behavior toward child care and development. Indicators describe the proper development of children early in life and guide the programs, administrators, teachers, parents, lobbyists and others who advocate for children. Its fundamental principles are

embedded in research on how children grow and learn. Were proposed by the "National Association of Young Children" in 1986.

rr ) public policy - that system of laws, regulatory measures, courses of action and fiscal priorities, on a given topic that has been issued by a governmental entity or its representatives, which has influence on the entire population.

ss ) Preschool - girl or boy between three (3) to four (4) years of age.

tt ) Prevention - Interventions or actions at different levels of prevention, usually in areas at risk population to minimize the impact of a condition.

uu ) Advocacy - Actions to improve the quality of life of children, encouraging them to acquire control of adequate parenting strategies.

vv ) Recreation in early childhood, according to their stage of development - Sport and recreation contribute to strengthening the physical balance, mental and spiritual development of early childhood.

ww) Social Protection - Concerted Action of the formal and informal public and private, aimed at developing an environment of coexistence in peace, without violence, where children and young people are protected from abuse and neglect.

xx) Mental health - the welfare state in which the individual makes their own skills, dealing normative stressors of life, work productively and fruitfully, and may make contributions to their community.

yy) Social-emotional - Ability to develop relationships and secure. Ability to experience, regulate and express emotions.

zz) Public Safety, Facilities Security, Home Security, Transportation Security, Environmental Security. We evaluate all aspects of security in general, including Public Safety, but is not limited to crimes against early childhood. Security at the facility or facilities, including facilities or public and private facilities Safe at Home. Security in the various modes of transportation and environmental safety.

aaa) Security Emergency Management - The preparation and care needed to deal with emergency situations in which the security and integrity of children could be affected, and the preparation of plans for the care of emergency situations arise.

bbb) Security in the media and technology - including aspects of safety from exposure and with the young under the use of technological equipment and media (not limited to television, radio and print, and use technological means such as communication through the Internet or mobile or cell phones).

ccc) Security in unintentional injury prevention - Situations in which children suffer some form of injury accidents could be prevented.

ddd) Family Centered Services - Regarded as the best standard of services for families and children.

eee) Transition - Action and effect of changing mode of being to another. I spend more or less rapid test, idea or subject to another.

fff) Theatre - Art of writing plays or acting them out.

### Article 3. - Public Policy

The first years of life children are critical to brain development and the success of formal education. These years provide an opportunity to enhance human capabilities, with large implications for the rest of life. We recognize the problem facing Puerto Rico to not have strategies and initiatives to address the specific needs of an integrated early childhood. The union of all sectors, central government, municipal governments, nonprofit organizations, community and faith-based, private sector, families, and all components of our society propose to formulate and implement public policy with the participation of all people with a common goal, our children. This policy aims to provide early childhood in Puerto Rico the opportunity to complete and optimal development, the availability of rooms, resources, professionals and families that give them the development opportunities they so richly deserve, through a system comprehensive integrated services available, accessible and high quality. This system will involve a diversity of institutions, organizations, families and communities in the design, implementation and evaluation.

Public Policy for Early Childhood is enacted here is based on common democratic values contained in the Convention on the Rights of the Child, UN, ratified in November 1989, and our Charter of Rights of the Child (Law No. 338 of 1998). The latter states that every child deserves, "[v] IViR in a suitable environment in the home of [their parents and families where physical needs are satisfied and enjoy the] care, affection and protection to ensure their full physical, mental, spiritual, social and moral. "All actions concerning children to be developed and adopted under this policy will focus on the child's interest. Public Policy for Early Childhood is based on the following principles: early experiences lay the foundation for development and learning throughout life, the children must have access to the living conditions necessary for optimal development; relationships between children and their families are the foundation of their development and learning, the children and their families have special, needs, priorities and strengths, the development of children has several interrelated dimensions: the children in early learning, actively, through interaction with their environment and those involved with children as facilitators of development.

Public Policy for Early Childhood age will address the following areas: Safe Birth, Education, Family, Health, Recreation and Sports, Security, Art and Culture. Through these areas, we promote opportunities for our children to develop the tools necessary to succeed in formal schooling. We recognize that the family is vital in the lives of children, and similarly, there is a need to provide knowledge and tools to be protagonists in the development of their sons and daughters.

Public Policy for Early Childhood addresses each of these areas:

1) Safe Birth - is the process health, hope, and affirms the optimal development of the unborn baby, ranging from pregnancy through childbirth process, including the first month of life. It is vital to safe delivery, addressing the following areas: pre-conceptual Care, Delivery / Childbirth, Breastfeeding / Lactation Attachment / Link / Reciprocal Relationship. However, nothing herein shall in this Act shall be construed as affecting the right of the mother to decide in relation to their pregnancy, as recognized by the Federal and State Legal System.

Is declared as public policy:

- a) The Government of Puerto Rico recognizes that every pregnant woman has the right to universal coordinated access to prenatal care to help her optimal health and that of her unborn baby. Public policy is adopted to ensure a contact between mother and baby within the first hour after birth, as long as medically possible.

- b) All partners actively participate in childbirth preparation, including participation in prenatal education. Every woman is entitled to the provision of early and successful. Every pregnant woman has the right to have competent and culturally appropriate care, ie care that is responsive and sensitive to the specific beliefs, their values and customs, and religion. Every pregnant woman has a right to information and descriptive statistics of the practices and procedures for birth care, including measures of interventions and outcomes. Any woman in labor is entitled to be accompanied by the person of their choice, pursuant to Act No. 156 of 2006, known as the "Accompaniment for Labor, Birth and Postpartum," your partner and / or any other person they want to participate in this process.

Every family should be empowered to inform and support to achieve successful breastfeeding and lactation. Every family should be empowered and supported information to make an informed decision regarding your child's circumcision. Every expectant mother has the right to make decisions about the delivery process, once guided by your doctor or health care professional, according to Act No. 156 of 2006, cited above.

- 2) Health - is declared as public policy is to maintain the focus on family health and child accessible, affordable, continuous, coordinated, comprehensive and sensitive elements that guarantee a medical home, during periods of the life cycle from the birth to 8 years. Through this policy will ensure the prevention, detection and timely intervention of physical health conditions and socio-emotional, ensuring appropriate transition process, considering the principles of ethics and confidentiality. This is vital: the maintenance of health, prevention, promotion, detection and timely intervention, framed on principles of confidentiality and ethics, appropriate transition processes, and guarantees for training of professionals involved in these processes.

Public policy is declared as the family, government, community and service providers have the responsibility to:

- a) Ensuring the health, physical, emotional, mental and social development in all dimensions, cycles and transitions for children to develop social competence, carry out their aspirations and deal successfully in their environment. Which will promote children have access to multidisciplinary services.
- b) Provide all children health care and primary teeth, using established best practices and ensuring health care for all children including the "well baby care" and recommended immunization.
- c) Take up the lead role in maintaining the health of children and family.
- d) To satisfy the unique and diverse needs of children with special needs.
- e) To ensure the prevention, detection and timely intervention of those factors and conditions that limit the growth and development of children, including but not limited to those born with drug withdrawal syndrome and alcohol among others.

- f) Ensure access to primary and specialty services, cost efficient, effective and quality education for children, even those with special needs.
- g) To develop professional skills in all health care professionals in the areas of screening, policy development and atypical child to prevent, promote child health and address the specific needs of children with special needs.
- h) Ensure the provision of services in an environment of respect and confidentiality considering the values, interests and social context of the family or responsible adult.
- i) Develop networks and cross-sectoral multi ensure continuity of care during all cycles and periods of childhood.
- j) Consider the determination of children to enable the successful realization of their dreams and future aspirations.

3) Art and Culture: The main interest is to contribute in the formation and healthy childhood development, ensuring a better quality of life. This, using art and culture as a source of physical, mental and spiritual. Through projects and activities, children can explore the wide range of arts and cultural wealth known Puerto Rican and international. The field of arts and literature will include poetry, dance, theater, music, visual arts, architecture, folk arts, and heritage museum, archaeological and ethnographic, among others. To this end, we promote the integration of art and culture into the school curriculum throughout the education system in Puerto Rico, ensuring trained professionals to teach art and culture. We need to review existing literature related to art and culture, and develop new literature of art and culture.

Is declared as public policy:

- a) The art and national and international culture will be part of the educational curriculum that will impact learning and early childhood development through programs of care, development and early childhood education.

4) Education - is the social process that enhances and extends the continuous development of human beings in their individual dimensions, social and historical, in order to harness the full capacity to live in harmony with the environment. This includes spiritual beliefs, values, total wellness, environmental awareness, culture, family and integral development, and intellectual, physical, social and emotional development.

Is declared as public policy:

- a) The family, the state, community, care and development programs and school, are responsible for identifying and developing learning experiences and opportunities for integral development of children.
- b) The public administration is responsible for developing programs that promote early childhood learning to be, learning to do, learning to learn and learn to live together, both in care and development environments such as formal education.
- c) The programs for the care, development and early childhood education should ensure the

welfare, safety and health through appropriate environments.

d) The care, development and education will be provided by qualified personnel according to the best practices recognized and accepted. It is the responsibility of all service providers to disclose the importance of caring adults, sensitive and knowledgeable about development in care of the needs of early childhood.

e) The programs for early childhood will meet high quality standards, based on research and principles of professional associations that promote appropriate practices for children.

f) The play, exploration and discovery should be used as strategies for the physical, social, emotional, language and cognitive programs for early childhood.

g) An early childhood program must have a curriculum, and evaluative components appropriate to the level of development of small, to address all dimensions, providing space and time for the development of critical dialogue and reflection between the adult and childhood.

h) The programs of care, development and formal education should be based on respect for individuality, characteristics, needs and strengths of the components that comprise the Commonwealth of Learning.

i) The programs for early childhood must implement their curriculum, considering the evaluation of the results thereof, in the development of boys and girls.

j) The early childhood programs will be broad and comprehensive, and use appropriate practices, both at the level of development and the particularities of each child.

k) planning, implementation, licensing, accreditation and program evaluation, as certification of professionals working in them, recognize the integrated nature of care and education of children early in life and not try care and education program as separate services or functions.

l) The State shall make every effort to ensure the continuity of care and education received by children.

5) Security : Are the efforts made so that children have opportunities for a full physical, mental and emotional in order to achieve their best interest and welfare. In particular, this policy seeks to ensure that children are safe and not suffer any harm by the parent, responsible person or primary caregiver. Security is also a state of protection, peace and prevention and how to address any risk. It is that protection and measures used to promote wellness and prevent damage or risk to physical and emotional development of children.

With this declaration of public policy, we intend to increase the levels of welfare and reducing vulnerability of the population in early childhood settings or environments to which they are regularly exposed.

Is declared as public policy that every child is entitled to:

a) To be loved, cared for and protected by their parents. Grow and develop in a safe environment. In the event that the responsible adults do not assume this obligation, the child is entitled to protection by the State.

- b) To enjoy an environment free of hazards or risks, that offers the opportunity to develop their human potential.
- c) develop and be cared for in a healthy living environment, order, peace and tranquility.
- d) Growing up in an environment where the adults to get concrete answers to their needs and provide viable alternatives to overcome.
- e) Use of advances in technology for their development and knowledge safely. Parents have a duty to supervise juveniles on the proper use of technological advances, so that there is a guarantee that they tend to develop. Any adult who intends to take advantage of a minor, through technological means, shall be punished by the state.
- f) Respect and protection of their privacy and intimacy. To do this, parents and the State shall guarantee strict confidentiality less about protecting the dissemination of his name, image and intimate details about any situation on his person. His parents, guardians or representatives are responsible for know the policies and practices relating to privacy and confidentiality, and how they are used or will use your data and information.
- g) C Ontar with the support of an adult with learning opportunities that contribute to the development of their talents and skills and adapted, taking into account their individual characteristics, such as the child under his care and attention.
- h) Participate in educational and care programs that meet the appropriate proportion of children and adults, social interaction environments, respect and freedom, adequate and appropriate assessment for learning and development.
- i) The parent's support, regardless of being or not being at home.

6) Family- Family defined as two or more persons related by blood relationships, legal, family relations or kinship they share social responsibilities, economic and emotional, whether or not live together under one roof, according to Law No. 177 of August 1, 2003, as amended, known as the "Law for the Welfare and Protection of Children."

All families have strengths and can go through processes of resilience, that is, strengthening and growth in response to a crisis or challenge. For the family to function as a facilitator of the child's development potential, they must address their needs for parenting education, promote health and family welfare to improve their quality of life, to make acquire control of the aging process, preventing their dysfunction by high levels of stressors that affect their parenting functions.

The family is seen as the social system socially closest to the child, who has primary responsibility to facilitate their development through parenting functions. There is no doubt that the aging process is affected by following factors: child characteristics, characteristics of parents, the state of their psychological well-being, community climate and context of the family.

This policy statement provides multi-sectoral actions to improve the quality of life of children, encouraging families to acquire control of the aging process to adequately address their development

needs. This, to prevent negatively affect the development of children with interventions or actions at different levels in families with children who are experiencing high levels of stressors, either by their family structure circumstances or special health needs.

Is declared as public policy:

- a) The family is the basic institution for the integral development of children.
- b) The promotion of responsible breeding process should be an integral part of the Department of Education curriculum, starting from the primary grades.
- c) It shall be the responsibility of all agencies, corporations or instrumentalities of the Government of Puerto Rico to develop interventions to empower families about the impact of conditions that affect typical development of children.
- d) The Government of Puerto Rico extend educational programs targeting parenting practices appropriate, to constitute a valuable prevention tool, to provide guidance on appropriate practices to promote optimal child development.
- e) The number of grandparents caring for their grandchildren has increased, so that the Office of the Ombudsman for the Elderly, the Family Department and the Department of Education have to study these situations to develop strategies to address the matter.

7) Recreation and Sports - Recreation Area refers to any activity or experience that stimulates the senses, socially accepted, made during free time, voluntarily, which is derived satisfaction produce a sense of comfort and fun. The sport involves every manifestation of the work of early childhood, expressed in the play, physical activity, movement, exercise, athletic skills and motor skills, organized according to levels of early childhood development. For this it is necessary to understand the concept in early childhood recreation, depending on the stage of development, the meaning and dimensions of the right to play fun, provide guarantees for the enjoyment of leisure, sports and performing education activities recreation area for early childhood stages, taking into account the safety and health sports.

Is declared as public policy:

- a) The persons or entities responsible for the recreation and sport must incorporate appropriate strategies to integrate this aspect into curricula, plans or programs for early childhood.

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**GOVERNMENT OF PUERTO RICO**

**LUIS G. FORTUÑO**  
GOVERNOR

October 14, 2011

The Honorable Arne Duncan  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

The Honorable Kathleen Sebelius  
Secretary  
U.S. Department of Health & Human Services  
200 Independence Avenue, S.W.  
Washington, DC 20201

Dear Secretaries Duncan and Sebelius:

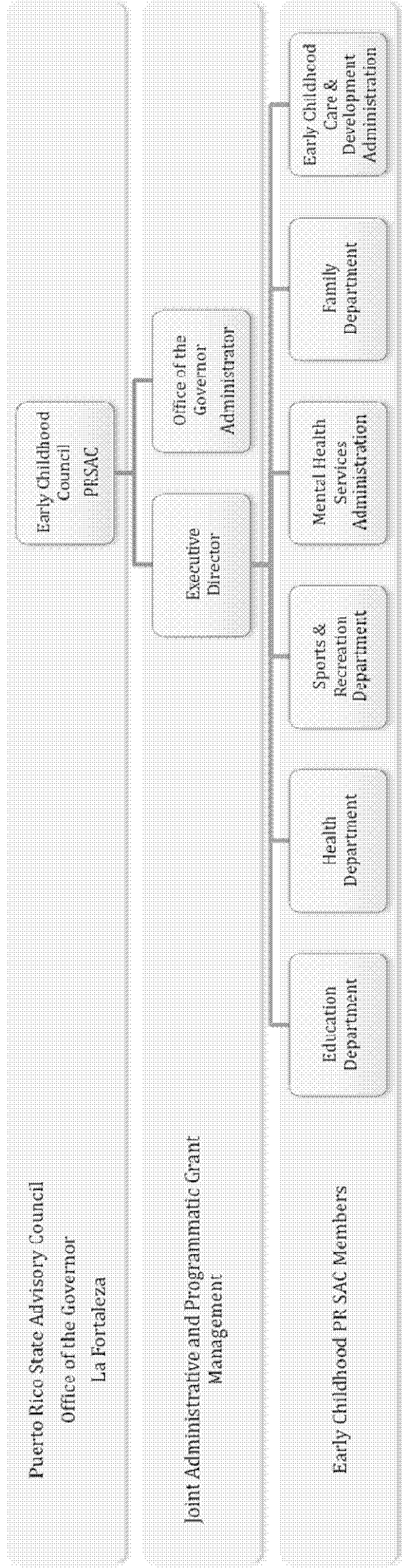
Please accept this letter to designate the Office of the Governor/Early Childhood State Advisory Council, as the Lead Agency for the Race to the Top: Early Learning Challenge Fund. The Office of the Governor/State Advisory council will be responsible to prepare the petition of funds and subsequent administrative/fiscal management of any budget grand awarded.

Mrs. Marta Sobrino-Bolen, Executive Director of the State Advisory Council, will be the authorized representative for the Lead Agency. Puerto Rico is pleased to present a High Quality State Plan for the Race to the Top: Early Learning Challenge Fund and it is looking forward to continue to strengthen our early learning and development programs so all of our high need children will have access to high quality setting and will be ready for school.

Sincerely,

LUIS G. FORTUÑO


# Early Childhood Puerto Rico State Advisory Council Grant Governance and Management





Government of Puerto Rico  
Department of State

I, **Vanessa Viera Rabelo**, Undersecretary of State of the Commonwealth of Puerto Rico, **HEREBY CERTIFY THAT** according to the records at the Governor's Appointments Registry, the members of the Early Childhood Council (Consejo de la Niñez de la Edad Temprana) are the following:

Margaret Wolfe Appointed on September 26, 2011 Indefinite term	-Department of Health
Naydamar Pérez de Otero Appointed on August 12, 2011 Indefinite term	-Early Intervention Program Department of Health
Olga Robles Rivera Appointed on August 23, 2011 Indefinite term	-Department of Education
Henry Newmann Appointed on February 2, 2010 Indefinite term	-Department of Sports and Recreation
 Charlene Rivera Agosto Appointed on September 14, 2011 Indefinite term	-Department of the Family
Ileana I. Inserni Cintrón Appointed on August 1, 2011 Indefinite term	-Administration for Childcare and Development (ACUDEN)
Luis Martínez Appointed on September 26, 2011 Indefinite term	-Mental Health and Addiction Services Administration (ASSMCA)
Evelyn Lafontaine Appointed on February 2, 2010 Indefinite term	- Head Start Agencies of PR

Edwin Curbelo Rodríguez  
Appointed on February 2, 2010  
Indefinite term

-Collaboration Office of  
Head Start of PR

Ana E. Cucurella Adorno  
Appointed on February 2, 2010 University  
Indefinite term

-Post Secondary Sector  
Education /Caribbean

Monica Lladó  
Appointed on September 26, 2011  
Indefinite term

-Post- Secondary Education  
Sector /UPR – Recinto Río  
Piedras

Annie Alonso Amador  
Appointed on July 13, 2011  
Indefinite term

-Professional Development  
and Special Education  
Office

De'Marie Valentín  
Appointed on August 1, 2011  
Indefinite term

-Early Childhood Education  
and Development Services

Maribel Acarón  
Appointed on September 23, 2011  
Indefinite term

-Non Profit Corporations

Samuel González Cardona  
Appointed on September 14, 2011  
Indefinite term

-United Funds of PR

 Celia Galán Rivera  
Appointed on September 14, 2011  
Indefinite term

-APNI of PR

Marta T. Sobrino Rivas  
Appointed on May 23, 2011  
Indefinite term

-Executive Director  
of the Council

**IN WITNESS WHEREOF**, I have hereunto set my hand and affixed on it the Great Seal of the Commonwealth of Puerto Rico in the City of San Juan, on this 11<sup>th</sup> day of October, 2011.

A handwritten signature in black ink, reading "Vanessa Viera Rabelo". The signature is written in a cursive style with a large initial 'V'.

Vanessa Viera Rabelo



October 5, 2011

Marta Sobrino  
Executive Director  
Puerto Rico Early Childhood Council

Dear Ms Sobrino

The intent of this letter is to certify the Puerto Department of Health successfully submitted the Puerto Rico Affordable Care Act Maternal, Infant and Early Childhood Home Visiting Program Updated State Plan on June 8, 2011 and the Formula Grant on July 21, 2011. As a result of these submissions we have been awarded a total of \$500,000 dollars for the first budget period that extends through September 30, 2012 and \$1,000,000 for the second budget period that extends through September 30, 2013.

For any additional information regarding this Program please feel free to contact us at 787-765-2929 extension 4557

Sincerely,

Margaret Wolfe, MPH

Assistant Secretary for Family Health, Integrated Services and Health Promotion  
Puerto Rico Department of Health

Fondos Unidos  
de Puerto Rico



October 4, 2011

Marta Sobrino  
Executive Director  
Consejo de la Niñez  
Puerto Rico

Dear Marta:

United Way of Puerto Rico collaborates with *Consejo de la Niñez* and endorses **Race to the Top: Early Learning Challenge** proposal. Our Organization is a member of this partnership, committed to provide integrated early childhood (0-5 years old) services and to facilitate the collaboration among resources that contribute to young children's optimal development. Among other goals, are to prepare them to be ready to learn at school entry.

Currently, our Organization is directing its efforts towards early childhood initiatives with higher community impact to create long-lasting changes. At the moment, we fund 142 non-profit agencies and provide direct services to the community through our Volunteer Center, 2-1-1 of Puerto Rico and community strategies.

We look forward to working with *Consejo de la Niñez* and other local partners in order to establish an early childhood government reform for our children's wellbeing. We strongly support **Race to the Top** in building and establishing an integrated and coordinated system that supports our children learning in high quality centers. We endorse this proposal.

Give. Advocate. Volunteer. LIVE UNITED™

Sincerely,

A handwritten signature in black ink, appearing to be "SGC", written over a light blue horizontal line.

Samuel González Cardona  
President & CEO

c: Carmen Rodríguez, UWPR



Ave. Ponce de León # 1537, Sector El Cinco  
San Juan , Puerto Rico 00928  
PO Box 21280, San Juan, Puerto Rico 00928-1280  
Tels: 787-763-4665  
Isla Libre de Cargo 1-800-981-8492 • 1-800-981-8393  
Fax: 787-765-0345  
E-mail: [centroinfo@apnopr.org](mailto:centroinfo@apnopr.org) • Web Site [www.apnopr.org](http://www.apnopr.org)

October 4, 2011

To Whom It May Concern:

APNI, Inc. is pleased to endorse and participate as a collaborating organization in the “Unidos por la Niñez Temprana, UNT”. We are a member of this partnership because it is committed to providing integrated early childhood (0-5 years old) services, to facilitate the collaboration among resources that contribute to our children’s health, and prepare and assist children in developing their readiness skills for learning, through the five essentials working components of early childhood systems development identified in the MCHB, PR- State Plan for Early Childhood Health: health mental health, family support, parenting education and child care, and early education in Puerto Rico.

It is APNI, Inc’s mission to provide information, orientation, training and support to parents, relatives, related services professionals, individuals with disabilities, and the general community in order to empower and enable people with disabilities to attain full participation in society.

APNI, Inc. (The Association of Parents of Children with Disabilities) is a non-profit organization which has been dedicated to the advocacy services for children with special needs and families in Puerto Rico for the past 33 years.

We are fully committed to working with the “Unidos por la Niñez Temprana, UNT” in the implementation and development of the PR State Plan. Our main role will be to work collaboratively with the UNT as a strategic opportunity to increase the numbers and diversity of parents who participate in shaping the service they receive and therefore the future of their children. We have the capacity to carry out these responsibilities, given our experience, for the past 15 years, in coordinating the Early Intervention Coordination Program in collaboration with the local Department of Health. We believe that families play an important role in helping to envision new ways of promoting development as well as evaluating the effectiveness of existing programs and services. Families are in the best position to judge the extent to which the services address their priorities and concerns.

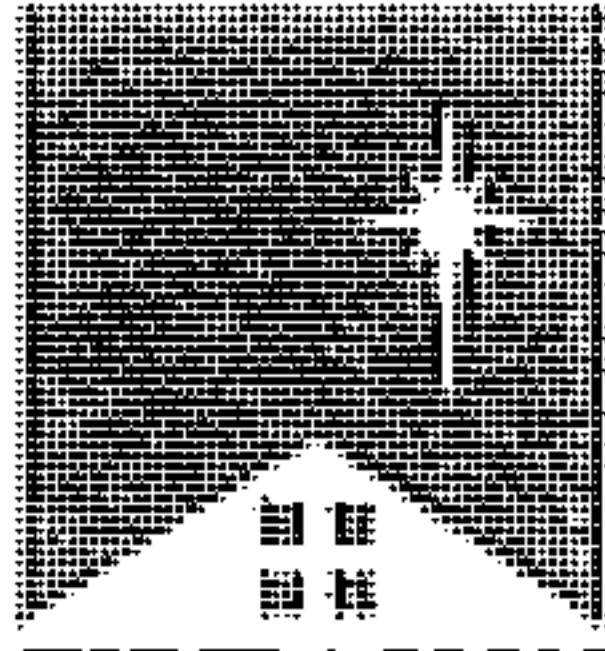
We wish you success with this project.

Cordially yours

A handwritten signature in cursive script, appearing to read 'Celia Galán'.

Celia Galán  
Executive Director





FUNDACION  
HOGAR  
NINITO  
JESUS

P.O. Box 192503  
San Juan, Puerto Rico  
00919-2503  
787-748-5682  
FAX: 787-748-5630  
E-mail: fhnj@prdigital.com

October 12<sup>th</sup>, 2011

Race to the Top-Early Learning Challenge  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202-3118

The Fundación Hogar Niñito Jesús, Inc., incorporated on May 23<sup>rd</sup>, 1991, is the result of a challenging task of a group of citizens with a common idea. The purpose of our Home is to provide temporary shelter to boys and girls between the ages of zero to seven years of age, who have been victims of abuse, neglect and abandonment. We offer them a home, security, continuity, education, values and morals orientation. We meet these needs so we can make them useful and responsible citizens so they can contribute in a positive way in the community and society.

We understand the necessity in Puerto Rico of providing special care in the early learning stages to low-income and disadvantaged children in our communities. In Puerto Rico, the needs of this group of children are only overshadowed by the amount of people who are willing to help them. *El Consejo de la Niñez – Puerto Rico*, which I endorse truthfully, is an excellent example of initiatives that help meet the needs of these children. This Council's main compromise is to help children in their early stages, taking the "challenge" and "race to the top" in order to provide them with opportunities that help them reach their goals and exploit their potential. Said Council's compromise is met by monitoring the children's education, meeting their special needs with professional assistance in order to ensure a better child development, and implementing an integrated system of high quality early learning programs and services.

Please acknowledge my endorsement to *El Consejo de la Niñez – Puerto Rico*

Cordially,

Eileen De Jesús  
Founding Member  
Hogar Niñito Jesús

BOARD OF DIRECTORS

President

Daphne Barbeito

Members

Mr. Eugenio Alonso  
Mrs. Mireya Bacardí  
Siro Gutiérrez, Esq.  
Mr. Carlos J. Morell  
Mrs. Margarita Miranda  
Mr. Héctor Robles  
Mrs. Mirtha Rubio  
Dr. Juan Luis Salgado

Director of Operations

Mrs. Ada I. Garay

Agencia Participante



Fondos Unidos de PR

SE PROHIBE LA DISCRIMINACION A BASE  
DE RAZA, COLOR, SEXO, EDAD,  
IMPEDIMIENTO FISICO Y ORIGEN NACIONAL.

**OFFICE OF THE GOVERNOR  
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the Office of the Governor (“Lead Agency”) and Department of the Family (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

**I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

*(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)*

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

**II. PROJECT ADMINISTRATION**

**A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

#### **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

#### **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

**III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

**IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

Marta I. Sobrino - Bolen 10/18/2011  
Signature Date

Marta I. Sobrino - Bolen - Executive Director  
Print Name Title

**Authorized Representative of Participating State Agency:**

[Signature] 10/18/2011  
Signature Date

Yanitsa L. Prady Mendez Secretary  
Print Name Title



October 11, 2011

Race to the Top-Early Learning Challenge  
U.S. Department of Health and Human Services  
U.S. Department of Education

Puerto Rico Council on Early Childhood  
Office of the Governor  
La Fortaleza  
San Juan, PR

To whom it may concern:

Telemundo is a well-established company in Puerto Rico and is deeply committed to support any effort of the government to enhance the quality of life in the Island, specially the life of our children in early ages, since they are the most valuable asset any society has.

We recognize that the private sector must have an active and significant role in any initiative, plan or program that will allow us to achieve our goal. That is why we should focus primarily on early childhood. If we invest in them we guarantee that they will have the skills and knowledge necessary to be successful, not only in the academic aspects, but as productive, honest and committed adults.

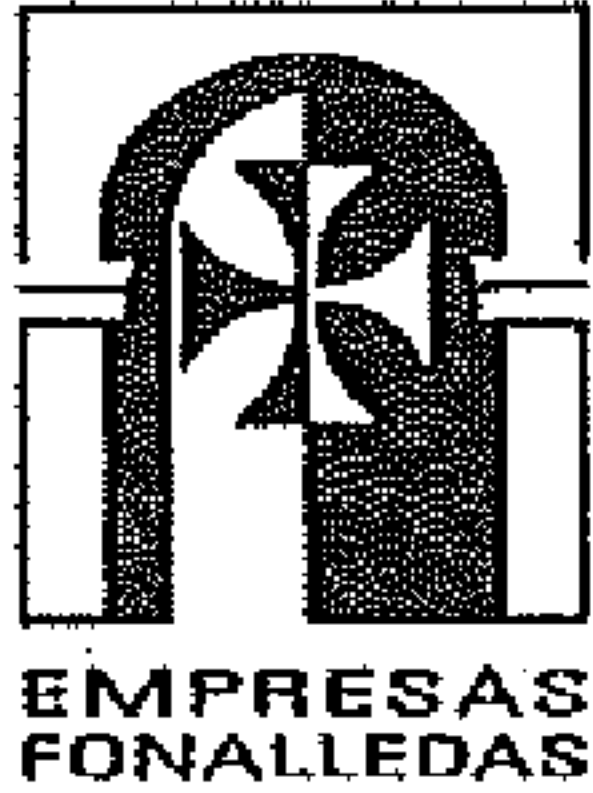
Telemundo is highly committed to support and be part of this comprehensive reform and uniformed approach to enhance the opportunities of our children, providing them with the best tools possible and high quality environments to promote school readiness.

We strongly support the Puerto Rico State Council on Early Childhood in this grant application for the *Race to the Top-Early Learning Challenge*, endeavor designed to strengthen the quality of early learning and development programs for our youngest children's development.

Sincerely,

A handwritten signature in black ink, appearing to read 'Froyd Rivera'.

Froyd Rivera  
Station Manager



Torre Chardón  
350 Chardón Ave. Suite 900  
San Juan, PR 00918

PO Box 71450  
San Juan, PR 00936-8550

Tels: (787) 474-7474  
(787) 294-7474  
Fax: (787) 474-7475  
(787) 294-7475

*Race to the Top-Early Learning Challenge*  
U.S. Department of Health and Human Services  
U.S. Department of Education

Puerto Rico Council on Early Childhood  
Office of the Governor  
La Fortaleza  
San Juan, PR

To whom it may concern:

Empresas Fonalledas is a well-established company in Puerto Rico and is deeply committed to support any effort of the government to enhance the quality of life in the Island, specially the life of our children in early ages, since they are the most valuable asset any society has.

We recognize that the private sector must have an active and significant role in any initiative, plan or program that will allow us to achieve our goal. That is why we should focus primarily on early childhood. If we invest in them we guarantee that they will have the skills and knowledge necessary to be successful, not only in the academic aspects, but as productive, honest and committed adults.

Empresas Fonalledas is highly committed to support and be part of this comprehensive reform and uniformed approach to enhance the opportunities of our children, providing them with the best tools possible and high quality environments to promote school readiness.

We strongly support the Puerto Rico State Council on Early Childhood in this grant application for the *Race to the Top-Early Learning Challenge*, endeavor designed to strengthen the quality of early learning and development programs for our youngest children's development. Our company will support the educational and promotional efforts of the organization.

Sincerely,

Commonwealth of Puerto Rico  
Puerto Rico Council on Education  
Assessment, Planning, Statistics and Research

Degrees Conferred in Early Childhood Education (Kindergarten / Preschool Education Teaching)  
(CIPCODE 13.1209)

First Academic Season 2008-09

Institution/ sector	Certificate (900 a 1800hrs Contacto)			Associates Degrees			Bachelor Degree			Master Degree			Total
	Masc	Fem	Total	Masc	Fem	Total	Masc	Fem	Total	Masc	Fem	Total	
Private Non for Profit													
Universidad Central de Bayamón							0	6	6	0	3	3	9
Pontificia Universidad Católica en PR-Arecibo	1	6	7										7
Metropolitan University							2	61	63	0	0	0	63
Interamerican University of PR - San Germán							0	8	8				8
Interamerican University of PR - Aguadilla							0	3	3				3
Interamerican University of PR- Arecibo							0	7	7				7
Interamerican University of PR - Barranquitas							0	3	3				3
Interamerican University of PR - Metro							0	7	7				7
Interamerican University of PR - Ponce							0	9	9				9
Interamerican University of PR - Fajardo							0	4	4				4
Interamerican University of PR - Guayama							0	7	7				7
John Dewey College - División Universitaria				0	16	16							16
	1	6	7	0	16	16	2	115	117	0	4	4	144
Private for Profit													
National University College Bayamón							0	5	5				5
National University College - Arecibo							0	4	4				4
EDIC College	0	36	36										36
	0	36	36				0	9	9				45
<b>Total</b>	<b>1</b>	<b>42</b>	<b>43</b>	<b>0</b>	<b>16</b>	<b>16</b>	<b>2</b>	<b>124</b>	<b>126</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>189</b>

CIPCODE: Classification of Instructional Program (CIP) codes - Classification of Academic Programs used by Federal Department of Education to complete the forms Postsecondary Education Integrated Data System (IPEDS). version 2000

Source: Data provided by institutions through the form -Integrated Postsecondary Completions Education IPEDS Data Systems.







**Estado Libre Asociado de Puerto Rico**  
**Departamento de Educación**

**Subsecretaría para Asuntos Académicos**

26 de marzo de 2010

Subsecretario de Administración, Secretario Asociado de Educación Especial, Secretarios Auxiliares, Directora Ejecutiva del Instituto de Capacitación Administrativa y Asesoramiento a Escuelas, Director del Instituto para el Desarrollo Profesional del Maestro, Directores de Oficinas, Programas y Divisiones, Directores de las Regiones Educativas, Supervisores Generales, Superintendentes de Escuelas, Facilitadores Docentes, Directores de Escuelas y Maestros de Kindergarten

  
Migdalia Rosado Rosado, Ed. D.  
Subsecretaria Interina

**PRUEBAS DIAGNÓSTICAS PARA KINDERGARTEN**

El Programa de Educación para la Niñez, adscrito a la Secretaría Auxiliar de Servicios Académicos y Servicios Educativos a la Comunidad, llevará a cabo las pruebas diagnósticas para el kindergarten. Éstas se administrarán a los estudiantes que comenzarán en agosto 2010. El maestro de kindergarten realizará las mismas de forma oral y concreta, según aplique la destreza o concepto a evaluarse.

Esta Prueba se administrará nuevamente en mayo, como Post-prueba, redactando el resumen en cada una de ellas. Luego resumirán las Pruebas en el documento adjunto, por escuela. El director de la escuela enviará los resúmenes a la región educativa para que se engloben y los envíen a la Secretaría Auxiliar de Servicios Académicos y Servicios Educativos a la Comunidad.

Cabe recalcar que la Prueba será llevada a cabo en forma concreta y oral, según aplique. Ésta no sustituirá la Prueba que lleva a cabo el Programa de Título I. Para cualquiera duda puede comunicarse con el Programa de Educación para la Niñez con la Prof. Olga M. Robles Rivera al 787-773-3525 / 3524.

Agradeceremos la atención a este memorando por su pertinencia.

OMRR/gfl

Anejo



Nombre del estudiante

Puntuación

### PRUEBA DIAGNÓSTICA PARA KINDERGARTEN

#### A. Expresión Oral:

##### I. Entrevista con el niño (a) oralmente:

1. ¿Cómo te llamas?	NC	NS	A
2. ¿Cuántos años tienes?	0	F/P	NO/C
3. ¿Cómo se llama tu mamá?	NC	NS	A
4. ¿Cómo se llama tu papá?	NC	NS	A
5. ¿Dónde vives?	DC	P	NC

##### II. Partes del cuerpo: Señale la parte del cuerpo y el estudiante mencionará el nombre oralmente.

cabeza	pelo	frente	orejas	cejas	pestañas	ojos
mejillas	nariz	boca	dientes	lengua	cuello	hombros
brazos	codos	manos	dedos	uñas	torso	cintura
rodillas	piernas	tobillo	pies			

##### III. Vocabulario común: Muestre el objeto concreto y el estudiante mencionará su nombre oralmente.

vaso	taza	plato	cuchara	tenedor	tijera	lápiz
crayón	pega	libreta	libro	silla	mesa	camisa
flor	pantalón/falda	tallo	hoja			

**Leyenda:** Parte A: NC- Nombre completo / NS-Nombre solamente/ A- Apodo/  
 DC-Dirección completa / P- Parte / NC-No Contesto /  
 Parte B: D-domina / ND-no domina.

La Prueba será realizada oralmente y en forma concreta.



Nombre del estudiante \_\_\_\_\_

Puntuación \_\_\_\_\_

### PRUEBA DIAGNÓSTICA PARA KINDERGARTEN

**B. Discriminación visual:** Muestre los colores, tamaño, figuras geométricas, vocales y sonidos iniciales. El estudiante designará los mismos. Las vocales y sonidos iniciales serán visuales y auditivos.

**I. Colores:**

Color	D	ND
rojo		
azul		
amarillo		
verde		
violeta		
anaranjado		
marrón		
negro		
blanco		

**II. Tamaño:**

Tamaño	D	ND
grande		
mediano		
pequeño		
igual que		

**III. Forma**

Forma	D	ND
círculo		
triángulo		
rectángulo		
elipse		
cuadrado		

**IV. Inicio de Lectura:**

**I. Vocales:**

Vocal:	Designa	Escribe
A a		
E e		
I i		
O o		
U u		

**II: Sonido inicial:**

Sonido	Designa	Escribe
M m		
P p		
S s		
L l		
T t		

**Conceptos Matemáticos:** Muestre el numeral y el estudiante designará el mismo. Luego realice un dictado para la escritura.

**I. Numerales**

Numeral	Designa	Escribe
1		
2		
3		
4		
5		

**II. Suma y resta:**

**Leyenda:** Parte A: NC- Nombre completo / NS-Nombre solamente/ A- Apodo/  
 DC-Dirección completa / P- Parte / NC-No Contesto /  
 Parte B: D-domina / ND-no domina.

La Prueba será realizada oralmente y en forma concreta.