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Quality Progress Report (QPR)
For
Puerto Rico
FFY 2023

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

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

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

QUALITY PROGRESS REPORT

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

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

Specifically, this report will be used to:

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

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

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

How is the QPR Organized?

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

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

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

Reporting Activities Related to ARP Act Child Care Stabilization Grants

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

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

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

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

When is the QPR Due to ACF?

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

Glossary of Terms

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

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

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

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

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

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

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

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

Provider means the entity providing child care services.

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

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

1) Overview

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

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

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

Licensed center-based programs **485**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 319 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

Licensed family child care homes **136**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 30 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

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

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

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

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

Yes. If yes, describe:

No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe: **The PD Registry is in development. During the reporting period, ACUDEN has been working on developing the platform so it can comply with the standards needed. The licensing office currently has a hard copy record of the child care provider staff educational background and professional development as documented during monitoring. Puerto Rico is a more demanding jurisdiction requiring that the child care providers have a bachelor's degree in education and CDA credential in order to be a teacher or director in a child care center.**

2.1.2 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

Yes. If yes, describe:

No. If no, describe: **The professional development register is not yet active, so participation in each of the training and training courses is voluntary, but it should be mentioned that in some cases the training provided by ACUDEN may be mandatory, depending on the subject of the training.**

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2023 **0**

2.1.4 Spending - Professional Development Registry:

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

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

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

No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

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

- Scholarships (for formal education institutions) **50**
- Financial bonus/wage supplements tied to education levels
- Career advisors, mentors, coaches, or consultants
- Reimbursement for training
- Loans
- Substitutes, leave (paid or unpaid) for professional development
- Other. Describe:
- N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

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

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

- CCDF quality funds

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

No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

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

- Child Development Associate (CDA)
- Associate’s degree in an early childhood education field (e.g. psychology, human development, education)
- Bachelor’s degree in an early childhood education field (e.g. psychology, human development, education)
- State child care credential
- State infant/toddler credential
- Unable to report this data. Indicate reason: **There is no data available due to the situation of the official registry of professional development through licensing, It should be noted that although Puerto Rico does not have a professional licensing registry, according to law 173 and regulation 8870 for educational personnel in Puerto Rico as teachers require a minimum bachelor's degree in education and CDA credential also as established by law, which is more demanding than in other jurisdictions. The level of teacher education must be bachelor's degree and CDA.**

As approved by the staff in the budget

Teachers with BA: 351

Teacher Assistant with CDA: 743

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

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

Child Development Associate (CDA) **743**

Associate's degree in an early childhood education field (e.g. psychology, human development, education)

Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **351**

State child care credential

State infant/toddler credential

Unable to report this data. Indicate reason:

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

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

Business Practices

Mental health for children

Diversity, equity, and inclusion

Emergency Preparedness Planning

Other. Describe other technical assistance available to providers as part of the professional development system: **We provided trainings, workshops , certifications for our workforce. Also we provided the Play Centered Therapy for teachers , an Autism Certification, Wellness Workshops.**

Training and support were provided to the workforce through the Early Childhood Summit. Somos Futuro. We also worked on the Child care of the Future to train the trainers to work in the classrooms with the children (impacted over 200 childcare centers .

2.4.2 Spending - Technical Assistance for Professional Development:

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

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

CCDF quality funds

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

No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2022 to September 30, 2023? **\$805712**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **The amount is \$805,712 CARS automatically removes commas and periods. It is important to mention that we are working on the last phase of the development of the (ACUDEN Quality System that include the professional development program, which seeks to maintain a record of the teachers/providers and their career pathway in order to keep track of it. In addition, it will be complemented with certifications, courses and a scholarship system to encourage professional development.**

Acuden during this period promoted to strengthen knowledge of child care personnel and their skills in early childhood, which is why several trainings and trainings were provided on various topics ranging from child care development guidelines, mental health, health and safety, diversity, special needs, trauma among others.

Note:

The teachers are called to participate in the workshops outside of working hours most of the time or a provider is selected for each center to participate so that the service is not affected. When the workshops are held in person, the teachers are notified in time to make the necessary adjustments.

ACUDEN do not pay for substitute teachers, they do not pay for coaching continue the services because the calls are specific with the schedule and the services are not affected.

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

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

Pasitos, QIRS, provided the indicators to evaluate progress

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: **The last QRIS (Pasitos) had a total of 100 Centers participating, of which 88 completed the process in its entirety. Based on this process, it was possible to identify that the need in the centers was to have reading stations. After identifying the need, it was determined that the 88 centers that completed the process in its entirety, ACUDEN would provide reading stations that met the identified needs. It is important to highlight that part of the 88 centers that participated in Pasitos will also be part of the new quality measurement instrument (Centers of the Future) on the new AQS platform.**

It is important to mention that we are working on the last phase of the development of the (ACUDEN Quality System that include the professional development program, which seeks to maintain a record of the teachers/providers and their career pathway in order to keep track of it. In addition, it will be complemented with certifications, courses and a scholarship system to encourage professional development.

Acuden during this period promoted to strengthen knowledge of child care personnel and their skills in early childhood, which is why several trainings and trainings were provided on various topics ranging from child care development guidelines, mental health, health and safety, diversity, special needs, trauma among others.

Note:

The teachers are called to participate in the workshops outside of working hours most of the time or a provider is selected for each center to participate so that the service is

not affected. When the workshops are held in person, the teachers are notified in time to make the necessary adjustments.

ACUDEN do not pay for substitute teachers, they do not pay for coaching continue the services because the calls are specific with the schedule and the services are not affected.

3) Improving early learning and development guidelines

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

3.1 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

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

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

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

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

Unable to report total amount spent. Indicate reason

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

No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **No quality funds will be used to develop, maintain, or implement early learning and development guidelines. Nevertheless, ACUDEN's child care staff will collaborate with the Puerto Rico forthcoming revision of the territory's guidelines/standards**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan: **Acuden through collaboration with the Department of Education contributed to the development and validation of the standards. The standards were published and we had the opportunity for service providers to be trained in the use of the standards (500 providers). A collaboration agreement is expected to be signed for further training and implementation with the Department of Education.**

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

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

4.1 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

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

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

- General description of QRIS:
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality]
 - Tier/Level 1:
 High Quality
 - Tier/Level 2:
 High Quality
 - Tier/Level 3:
 High Quality
 - Tier/Level 4:
 High Quality
 - Tier/Level 5:
 High Quality
 - Tier/Level 6:
 High Quality
 - Tier/Level 7:
 High Quality
 - Tier/Level 8:
 High Quality
 - Tier/Level 9:
 High Quality
 - Tier/Level 10:
 High Quality

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

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

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
High Quality Care is based on the providers compliance with the Licensing Office requirements. Since 2016 the Licensing State Law was reviewed to included high standards for the provider's workforce education, health and safety compliance, and child development intervention strategies.

During the QPR reporting period the AQS platform was in development and the definitions of the 4 levels are also in development, this will be seen in the next QPR.

- Which localities if not state/territory-wide? **Territory-wide**
- How many tiers/levels? **4** [insert number of tiers below as required and describe each tier and check off which are high quality
 - Tier/Level 1: **0% to 25% - Center in improvement plan**
 High Quality
 - Tier/Level 2: **26% to 50% - Basic quality center**
 High Quality
 - Tier/Level 3: **51% to 75% - Intermediate quality center**
 High Quality
 - Tier/Level 4: **76% to 100% - Center of the future**
 High Quality
 - Tier/Level 5:
 High Quality
 - Tier/Level 6:
 High Quality
 - Tier/Level 7:
 High Quality
 - Tier/Level 8:
 High Quality
 - Tier/Level 9:
 High Quality

- Tier/Level 10:
 High Quality

- Total number of licensed child care centers meeting high quality definition: **485**
- Total number of licensed family child care homes meeting high quality definition: **136**
- Total number of CCDF providers meeting high quality definition: **329**
- Total number of children served by providers meeting high quality definition: **8,372**

The lead agency is operating another system of quality improvement.

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

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

- Do you have a definition of high quality care?
 Yes, define:
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:
 - Total number of CCDF providers meeting high quality definition:
 - Total number of children served by providers meeting high quality definition:

No

4.1.2 Spending - Quality rating and improvement system status:

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

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

CCDF quality funds

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

No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

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

- Licensed child care centers
- Licensed family child care homes
- License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs
- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other. Describe: **20 modules are being designed with interactive videos, readings and tests that will in turn generate a certificate once completed. These modules are designed to develop and standardize the state quality system for early childhood in Puerto Rico.**

4.3 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

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

- One-time grants, awards or bonuses

- o Licensed child care centers
- o Licensed family child care homes
- [] On-going or periodic quality stipends
 - o Licensed child care centers
 - o Licensed family child care homes
- [] Higher CCDF subsidy rates (including tiered rating)
 - o Licensed child care centers
 - o Licensed family child care homes
- [] Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)
- [x] Other. Describe **We had the opportunity to provide quality improvement grants as well as activities and training in the area of improving the quality of interventions from early stage diversity certifications. In the pilot program, the training through the Impact ACUDEN Academy through 20 modules on various topics such as:**
 - 1) Physical and intellectual development of childhood part 1
 - 2) Physical and intellectual development of childhood part 2
 - 3) Daily activity plan part 1
 - 4) Daily activity plan part 2
 - 5) Appraisal strategies part 1
 - 6) Appraisal strategies part 2
 - 7) Health and safety part 1
 - 8) Health and safety part 2
 - 9) Professional development part 1
 - 10) Professional development part 2
 - 11) Families part 1
 - 12) Families part 2
 - 13) Community relations
 - 14) Program management part 1
 - 15) Program management part 2
 - 16) Inclusion strategies
 - 17) Pedagogical strategies for children and girls with special needs
 - 18) Developmentally appropriate practices
 - 19) Health and safety with children with special needs
 - 20) In development

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

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

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

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

No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2022 to September 30, 2023? **\$1042056**

Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Interamerican University of Puerto Rico was contracted to develop the new Quality System for Early Childhood Learning and Development Centers.**

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The current and revised QRIS assessment instrument is and will be used to assess quality in those center providers who voluntarily participate in the system. Its assessment instrument standards are organized within 10 basic dimensions that guide the observations: Relationships, Daily Activity Plans to Foster Child Development, Teaching, Child Assessment, Health and Safety, Teachers, Families, Community Relations, Physical Environments, Leadership and Administration. The result of the assessment exercise provides the information needed to determine the level (defined as a "step") of the centers compliance with each standard, on a scale from one to five. Standards within each dimension are divided into those that relate to young children of all ages, infants and toddlers and preschoolers. The Child Development Unit also visits child care centers and evaluates infant/toddler caregiving through the use of standardized criteria. Data is aggregated assessment to guide its professional development efforts, including technical assistance.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: **During this year the new instrument was developed and validated with a specific sample as well as a new area of evaluation that will be included and inserted in the quality measurement system which will be called ACUDEN Quality system. This instrument will measure all of the areas described above and will also track professional development.**

In the past Pasitos instrument, the centers were evaluated on the following topics

1) Positive relationships; (2) Daily activity plans to stimulate development; (3) Teaching; (4) Appraisal; (5) Health and safety; (6) Teachers; (7) Family; (8) Community relations; (9) Physical environment; and (10) Leadership and administration. In these topics, 71 Centers that cared for infants were evaluated, of which 55 were in compliance, and 88 centers that cared for maternal, of which 56 were in compliance.

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

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

5.1 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

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

Yes

- Number of specialists available to all providers **4**
- Number of specialists available to providers serving children who receive CCDF **4**
- Number of specialists available specifically trained to support family child care providers **0**
- Number of providers served **62**
- Total number of children reached **1203**

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

N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

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

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

On-site and virtual coaching

Health and safety practices

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

Group professional development

Family engagement and partnerships

Part C early intervention services

Mental health of babies, toddlers, and families

Mental health of providers

Behavioral Health

Other. Describe

5.1.3 Spending – Infant/Toddler Specialists:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

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

Number of staffed family child care networks: **14**

- o Describe what the network/hub provides to participating family child care providers: **Family child care providers are licensed and provided CCDF services through contracts with ACUDEN. They serve children at desert areas at communities in need.**

No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

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

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

CCDF quality funds

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

No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2022 to September 30, 2023? **\$2657197**

Unable to report total amount spent. Indicate reason:

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

5.4 Progress Update

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

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The current and revised QRIS assessment instrument is and will be used to assess quality in those center providers who voluntarily participate in the system. Its assessment instrument standards are organized within 10 basic dimensions that guide the observations: Relationships, Daily Activity Plans to Foster Child Development, Teaching, Child Assessment, Health and Safety, Teachers, Families, Community Relations, Physical Environments, Leadership and Administration. The result of the assessment exercise provides the information needed to determine the level (defined as a "step") of the centers compliance with each standard, on a scale from one to five. Standards within each dimension are divided into those that relate to**

young children of all ages, infants and toddlers and preschoolers. The Child Development Unit also visits child care centers and evaluates infant/toddler caregiving through the use of standardized criteria. Data is aggregated assessment to guide its professional development efforts, including technical assistance.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: **During this year the new instrument was developed and validated with a specific sample as well as a new area of evaluation that will be included and inserted in the quality measurement system which will be called ACUDEN Quality system. This instrument will measure all of the areas described above and will also track professional development.**

In the past Pasitos instrument, the centers were evaluated on the following topics

1) Positive relationships; (2) Daily activity plans to stimulate development; (3) Teaching; (4) Appraisal; (5) Health and safety; (6) Teachers; (7) Family; (8) Community relations; (9) Physical environment; and (10) Leadership and administration. In these topics, 71 Centers that cared for infants were evaluated, of which 55 were in compliance, and 88 centers that cared for maternal, of which 56 were in compliance.

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

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

6.1 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2022 to September 30, 2023? **\$10196029**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent **Under the development of the 2 GEN to bring orientation, resources and referrals centers, 12 centers are in planning and already providing services to the community and children. Currently the physical facilities of 3 centers have been inaugurated and the others are providing services from other locations as they complete the start-up process for their facilities. The amount is \$10,196,029.00 CARS removes periods and commas.**

No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **Because the new CCR&R, 2Gen, are in a planning and developmental phase, at this moment we have not established the measurable indicators of progress.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan:
SUMMARY OF 2GEN CENTER PROGRESS

Phase One 2Gen Centers have begun providing services with staff they have been able to hire as of September 30, 2023. The following is a brief summary of the progress status.

At this time five (5) Centers were fully staffed, five (5) Centers were in the process of hiring staff and three (3) Centers had no staff hired. Of the thirteen (13) centers, two (2) have been inaugurated, the rest are in the process of carrying out minor improvements and/or purchasing materials. Of the centers that are in the process of light improvements, the ones that are soon to be inaugurated are San Juan and Juncos. The Centers that were staffed offered the following services broken down as follows.

Total number of people served: 3,016.

Number of children served: 2,028 were children.

Number of Community Impacts: 77

Number of partnerships made: 93

Number of workshops offered: 52

Educational Activities: 67

Referrals: 61

Agencies referred:

- ACUDEN Digital
- Child Care
- Early Head Start
- Head Start
- St. George Hospital
- Angeles Pastor Nursery School
- Christian Military
- Job Connection
- CADAL
- Citizen Assistance Program

Referral services:

- Assistance completing applications
- Caregiver Vouchers
- Psychiatric Evaluation
- Psychological Evaluation
- Job Search
- Maternity classes

Types of Referral Services:

- Applications

- Psychiatric Services

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

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

7.1 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2022 to September 30, 2023? **17**

7.1.2 Spending - Complaints about providers:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2022, to September 30, 2023? Number of staff **44**

7.2.2 Spending – Licensing Staff:

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

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

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

No

7.3 Health and Safety Standards Coaching and Technical Assistance

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

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2022, to September 30, 2023? **111**

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

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

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

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

No

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2022 to September 30, 2023? **\$618695**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **We provided support and training related to health and safety issues as well as natural disaster preparedness. There was a variety of offerings and topics provided, which helped to keep service providers up to date with best practices.**

7.5 Progress Update

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

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **Both licensing inspectors and child care program monitors use standard protocols and instruments to guide their observations and determine the level of compliance with health and safety requirements of each provider. Requirements are based on the abbreviated "Caring for Our Children" National Health and Safety Performance Standards for ECCE programs. Results are then used to design quality improvement plans, as needed. The program also aggregates assessment data to guide its professional development efforts.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: **As a result of Health and Safety inspections, a total of 111 corrective actions plans were established with providers. These providers were given technical assistance and follow ups to help them to improve and comply with standards. Since 2022 another 22 providers participate in CCDF Program for a total of 329. This year a total of 621 licensed providers complies with standards as require and are provided services.**

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

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

8.1 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

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

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

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

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

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

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

No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

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

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

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

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

- Yes, if so which funding source(s) were used?
 - CCDF quality funds
 - Non-CCDF funds
 - CARES funds
 - CRRSA Funds
 - ARP Supplemental Discretionary
 - ARP Stabilization 10% set-aside
 - Unable to report. Indicate reason:

No

8.3 Spending - Evaluation and assessment of child care programs

8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2022 to September 30, 2023?

\$1637460

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

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **\$1,637,460.00 was paid through 2 contracts with PDG funds, it did not represent a CHILD CARE disbursement, but it did benefit the staff.**

8.4 Progress Update

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

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

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

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency is currently updating its former QRIS through the PDG B-5 to produce a more comprehensive system that includes other modalities of care, better aligns with other quality standards such as the Head Start Performance Standards and continue to articulate with the revised NAEYC national standards. The Lead Agency also expects articulation with the Puerto Rico professional development framework, career path and Registry, also in development. The current and revised QRIS assessment instrument is and will be used to assess quality in those center providers who voluntarily participate in the system. Its assessment instrument standards are organized within 10 basic dimensions that guide the observations: Relationships, Daily Activity Plans to Foster Child Development, Teaching, Child Assessment, Health and Safety, Teachers, Families, Community Relations, Physical Environments, Leadership and Administration. The result of the assessment exercise provides the information needed to determine the level (defined as a step) of the centers compliance with each standard, on a scale from one to five. The QRIS system assessment results will feed into the new integrated data system to be created with PDG B-5 funds to support performance measurement, cross-agency data use and analysis for policy update and continuous program.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan: **During this period the instrument was developed and validated as part of the integration of management and evaluation areas as well as the mentoring process. The instrument was digitized on the Acuden Quality System platform and is about to be launched this fiscal year. The QRIS Instrument was under review and not used during the reporting period.**

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

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

9.1 Accreditation Support

9.1.1 Accreditation Support:

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

- Yes, providers were supported in their pursuit of accreditation
- a. Licensed center-based programs
 - b. License-exempt center-based programs
 - c. Licensed family child care homes
 - d. License-exempt family child care homes (care in providers' home)
 - e. Programs serving children who receive CCDF subsidy
- No lead agency support given to providers in their pursuit of accreditation.
- N/A. Describe:

9.1.2 Spending – Accreditation Support:

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

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

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

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

Unable to report total amount spent. Indicate reason:

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

No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

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

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

N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

In 2022-2023 ,ACUDEN was not able to implement initiatives that would support providers pursuing

accreditation . ACUDEN will continue to discuss available options that could support providers who are interested in pursuing accreditation as we recognize this is a great tool to support high quality childcare services. As part of that we will be participating in meetings with accrediting agencies to bring the information to the centers so they can benefit from it. As part of this we will be participating in meetings with staff from The Council for Professional Recognitio

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

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

10.1 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

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

QRIS, check which indicators the lead agency has established:

- Health, nutrition, and safety of child care settings
- Physical activity and physical development in child care settings
- Mental health of children
- Learning environment and curriculum
- Ratios and group size
- Staff/provider qualifications and professional development
- Teacher/provider-child relationships
- Teacher/provider instructional practices
- Family partnerships and family strengthening
- Other. Describe:

Early Learning Guidelines

State Framework. Describe

Core Knowledge and Competencies

Other. Describe **The Program's Child Development Unit focuses on offering ongoing training and technical assistance to providers regarding the use of best practices in intervention with children. The topics that have been addressed by this Unit during the past year are: adequate management of the child's emotional and social issues, effective development of curricular activities to promote physical skills according to the standards and age of the children, promotion, evaluation and orientation of environments in appropriate centers to promote development, promote a positive relationship between parents, children and teachers, among other topics. On the other hand, the Health Unit also provides training and technical assistance to providers to promote the good health of children, this on topics such as: vaccination, prevention of infectious diseases, evaluations of menu (food) cycles, among others. others.**

Transformation Mission initiative (400 participants Between teachers, directors, finance staff from centers and ACUDEN Staff).

N/A – did not help provider develop or adopt high quality program standards

10.1.2 Spending - High-Quality Program Standards:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2022 to September 30, 2023? **\$6250000**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **The amount is \$6,250,000.00 CARS removes periods and commas.**

No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

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

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

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

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

The Lead Agency currently update its former QRIS through produce a more comprehensive system that includes other modalities of care, better aligns with other quality standards such as the Head Start Performance Standards and continue to articulate with the revised NAEYC national standards in Collaboration with Intermaerican University of Puerto Rico. The Lead Agency also expects articulation with the Puerto Rico professional development framework, career path and Registry, also in development. Its assessment instrument standards

were organized within 10 basic dimensions that guide the observations: Relationships, Daily Activity Plans to Foster Child Development, Teaching, Child Assessment, Health and Safety, Teachers, Families, Community Relations, Physical Environments, Leadership and Administration. The result of the assessment exercise provides the information needed to determine the level (defined as a step) of the centers compliance with each standard, on a scale from one to five.

Similarly, the standards of education and development of infants, toddlers and preschoolers were approved in August 2022 by the Department of Education, which also serves as a tool and guide at the time of evaluation processes in childcare centers, and ACUDEN will adopt them for the promotion.

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

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

11.1 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

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

Yes. If yes, describe and check which types of providers were eligible and number served. **The Labor Assistance Program (PAL), which provides health insurance benefits, has been disbursed at the time of this report. PRE- Child Care Emergency Ready Program, with the purpose of providing funds to child care service providers in Puerto Rico by delegation of the Child Care program, so that they acquire the necessary equipment and supplies to ensure effective preparation and response in the event of an emergency. Likewise, it is the intention of ACUDEN that those centers that are operated by municipalities can acquire the necessary equipment to convert their centers into community resilience centers capable of responding efficiently to any emergency.**

Licensed center-based programs **294**

License-exempt center-based programs

Licensed family child care homes

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

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

Other (explain)

No.

N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

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

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

CCDF quality funds

Non-CCDF funds

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

No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

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

Yes. Describe: **Funds were used for the development of the program's web page, as well as the Acuden Quality System platform, development of Acuden Help desk and Acuden digital with the intention of digitalizing processes and improving access to services.**

No

11.2.2 Spending - Data Systems Investment:

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

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

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

No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

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

Yes. Describe findings: **The lead agency uses funds to conducted a needs assemnet to identify the childcare desserts service areas. During the reporting period, an external company was hired to carry out a study of desert areas; this study has not been completed at the time of submitting this report.**

No

11.3.2 Spending - Supply and Demand Analysis:

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

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

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

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

Child care deserts

Infants/toddlers

- Children with disabilities
- English language learners
- Children who need child care during non-traditional hours
- Other. Describe:

11.4.2 Spending - Supply and Demand Initiatives:

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

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

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

- No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

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

- Financial bonuses (not tied to education levels) **294**
- Salary enhancements/wage supplements **100**
- Health insurance coverage **294**
- Dental insurance coverage
- Retirement benefits
- Loan Forgiveness programs
- Mental Health/Wellness programs **165**
- Start up funds
- Other. Describe:
- N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

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

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

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

No

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

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

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2022 to September 30, 2023? **\$3000918**

Unable to report total amount spent. Indicate reason:

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

11.7 Progress Update

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

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

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

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

In order to improve the quality of care services ACUDEN has established several activities, including: 1) ACUDEN Academy, to funnel all the required staff and provider training opportunities, and to uniformly document successful participation that will constitute evidence of progress through a career path. The standardized professional development program will include all training in health and safety; CPR; socio-emotional development; child development strategies and best practices; CDA competencies, among other essential topics. Trainees will get a Certificate of Participation and continuing education hours/units. 2) An enhanced Consumer Education Program that diversifies promotion and educational strategies aimed at parents, providers, and the community at large. It will highlight topics such as: Early childhood: a critical child development period; developmentally-appropriate activities for each developmental period; locating and selecting a quality child care and development center; best practices for child care and development providers, among others. 3) CDA Training Program, in collaboration with the University of Puerto Rico, for teachers and assistant teachers and caregivers. 4) Special project for the Development and strengthening the use of technology in child care centers, that is aimed at providing computers and internet access to child care centers to allow teachers access to children's electronic records to document their progress, facilitate communication with parents and obtain of information related to their child care and development services. 5) A research-based Universal Curriculum for use in child care centers that will also provide individual child electronic records to document and evaluate progress in each child's development.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: Several initiatives were carried out to promote the quality of services, Somos Futuro TV where services were provided, and families were given access to the assistance available under the Childcare program. The Labor Assistance Program (PAL), which provides health insurance benefits, has been disbursed at the time of this report. At the time of this report there are 294 care centers with signed contracts , this initiative that will benefit many care center service providers in Puerto Rico.

12) Annual Report

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

12.1 Annual Report and Changes

12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **As a preventive measure, licensed providers are constantly monitored to ensure they maintain the health and safety standards at their center and homes. Providers must report any serious injury or death during the provision of services. Also, parents may report any incident at the Department of the Family or ACUDEN Hot line.**

In case of any suspected child injury or related incident, ACUDEN immediately inform to the Department of the Family, Child Abuse Investigation Unit. This Unit made the appropriate investigation, if necessary, also made referral to other agencies, as Police Department or Health Department.

During the 2023, no serious injury or death were report at the Child Abuse Investigation Unit.

Complaints of suspected serious injuries or deaths may be received at the agency from parents, provider employees, or anyone who may be observant. These complaints are evaluated by ACUDEN staff and if there is any suspicion of abuse or neglect, it is reported immediately through a referral to the Institutional Abuse Unit (UMI) of the Administration for Families and Children in the Department of the Family (ADFAN), agency responsible for assisting her. The UMI assigns personnel to attend to and investigate the complaint and determines its severity to indicate if it constitutes abuse and take the corresponding legal actions. On the other hand, ACUDEN maintains constant communication with ADFAN, evaluating any need for action to ensure the well-being of the minor and adequate care service.

The UMI annually generates a report that includes the number of cases substantiated as serious injuries and deaths, in addition to keeping records of said cases in its Universal Registry where the background verification of people who work in care services in PR is generated. This annual report is published by ACUDEN on its website as part of consumer education strategies.

12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **Based on inspections results, no changes were needed.**

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

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

13.1 Multiple Grant Programs

13.1.1 ARP Act Stabilization multiple grant programs:

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

Yes. Describe:

No

13.2 ARP Act Stabilization Grants workforce compensation

13.2.1 ARP Act Stabilization Grant strategies for workforce compensation:

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

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

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

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

Other (Describe):