

COMMONWEALTH OF PUERTO RICO
DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION

CAREER AND TECHNICAL EDUCATION PROGRAM
ANNUAL PERFORMANCE REPORT
2008-2009

DECEMBER 2009

Commonwealth of Puerto Rico
DEPARTAMENT OF EDUCATION
Career and Technical Education

NARRATIVE PERFORMANCE INFORMATION

July 1, 2008 - June 30, 2009

1. Implementation of State Leadership Activities

Secs. 124(b) and (c) of *Perkins IV* describe the required and permissible uses of state leadership funds, respectively. Provide a summary of your state's major initiatives and activities in **each of the required areas**, as well as **any of the permissible areas that your state has chosen to undertake** during the program year.

Required Use of Funds:

- Conducting an assessment of the vocational and technical education programs funded under *Perkins IV*.

Secondary Level

Career and Technical Education Programs are assessed in order to maintain their quality and relevance. The Puerto Rico Department of Education has established a Student Information System to collect valid and reliable data of the student population it serves. At the end of each semester, all schools are required to submit enrollment reports and disaggregated data of all CTE students. All schools will receive their performance level in relation to student achievement, placement, graduation rate and state occupational certification tests' performance. Data is also gathered on nontraditional enrollment, graduate students' follow up in relation to: employment, military services and continuing postsecondary education. Each School Council will review its data in comparison to the national standards and individual scores to ensure competence and academic achievements. The outcome of this evaluation will provide additional information that will be used in the design of strategies for the coming academic year. If the programs at each school do not meet at least 90 percent of the established standards, then they are required to submit an improvement plan and are subjected to monitoring visits.

The PRDE's Career and Technical Education Program has a monitoring assessment cycle in place using the Local Plan as a reference guide. Once a school is placed under an improvement plan, monitoring activities are conducted including on-site visits to ensure that the corrective action plan is implemented effectively. The Occupational Planning Office is responsible for these activities.

Each school must assess their performance data to document the degree by which Perkins funds improved programs. The local plan from each school must reflect how Basic Grant dollars provide for continuous improvement. The data was reported as part of the annual improvement report 2008-2009.

CTE students that are enrolled in eleventh grade are required to take the state achievement test along with all eleventh grade PRDE students. Special populations are assessed using the same methodology as all CTE students; however, some special education students with severe disabilities may request a waiver from taking this test. These students are awarded a certificate upon graduation, not a regular high school diploma.

Data from all CTE students that are assessed are recorded on individual student profiles within the Student Information System (SIS) and are classified within each occupational program area. Each program is provided with specific information regarding its contribution to the academic performance of participants.

The Student Information System (SIS) provides an online student report card. Once this System is fully implemented, in 2010, it will allow parents to access the system to gather information on student's progress and academic achievement. Also, it will provide CTE management with valid and reliable information for decision making. Ongoing revision will be conducted in order to ensure that data entered is accurate.

Postsecondary Level

During 2008-2009, the Student Information Systems for the postsecondary level was implemented to incorporate the variables needed to calculate the indicators. This System will be fully operational by June 2010, and it will provide information for all the required indicators. This system will include the integration to the secondary Student Information System and will allow us to conduct a student tracking system from secondary to postsecondary levels.

- Developing, improving, or expanding the use of technology in career and technical education.

The PRDE has established Internet connection throughout the CTE schools for classroom instruction as well as access to the Student Information System (SIS) and the data is made available to teachers, parents, and administrators. Training for teachers has been provided in the use of computer technology for classrooms applications. All CTE teachers must report student information into data server.

Reporting requirements for Perkins compliance include: student and teacher demographics, school organization, course enrollment, and academic as well as occupational performance. The Annual Local Plan, Budget, and Annual Performance Improvement information will be submitted online for Academic Year 2009-2010.

The PRDE provided funds under Perkins to improve the quality of the occupational programs and to ensure that instruction is relevant to business and industry. The CTE programs have been enhanced with up-to-date laboratory equipment for students to learn and practice in a real work scenario. The availability of high tech equipment is necessary to ensure that competencies taught by each program are those required for a high-skill, high wage, and high demand occupation. In addition, students in grade twelve benefit from industry internships.

The Puerto Rico Technical Institutes and their four campuses have invested a total of \$850,000 in purchasing computers and other technology equipment to establish new laboratories and update existing ones in the areas of: Information System, Graphic Arts, Chemistry, Biology, Physics and Engineering Technology. Also, equipment has been acquired to provide for the infrastructure needed to support the implementation of the *Student Campus Information System*. This year we initiated the first phase of the implementation of the electronic platform of this system in order to assist the admission, registration, financial assistance and the bursar's offices. In addition, this system collects information necessary to comply with Carl D. Perkins reporting requirements. A new Internet provider was purchased to strengthen the existing one. In addition, we also acquired databases EBSCO and Ocean Net to strengthen library resources in support to the teaching and learning process.

A program of study was designed and implemented to prepare Special Populations, including single parents and displaced homemakers. These participants are enrolled in occupational programs that pursue occupations with high skills, high wage and high demand. Students are motivated to be entrepreneurs.

- Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels.

A comprehensive professional development plan was designed and implemented to include pre-service, in-service and industry internships activities. Pre service activities were directed to new teachers from the following programs: the Family and Consumer Science Education, Health Science Education and also Marketing Education and Business Administration Programs.

Professional development in-services activities were offered to two hundred and forty six (246) CTE teachers through workshops and conferences. Sixty eight (68) CTE teachers participated in short term courses in diverse topics such as Photovoltaic Energy, OSHA Regulation, Food Safety at a total cost of \$65,000. In addition, sixty five (65) agriculture education teachers received training during their annual conference.

A total of forty nine (49) teachers benefited from internships at industries at a cost of \$39,200 (See Table 1). These participants had the opportunity of updating and refining their occupational skills and competencies, thus integrating the knowledge learned to their daily teaching process.

Table 1

Number of Teacher Participating at Industry Internships By Occupational Program and Cost

Program	Participants	Cost
Home Economics	3	\$2,400.00
Health Education	1	800.00
Industrial Education	14	11,200.00
Agricultural Education	4	3,200.00
Business and Marketing Education	7	5,600.00
Technical Education	2	1,600.00
Business Administration	18	14,400.00
TOTAL	49	\$39,200.00

Also, during school year 2008-2009, one hundred and forty seven (147) teachers benefited from courses at different universities. Payments for credits awarded to participants were for a total amount of \$146,014.00.

- Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education.

PRDE Circular Letter #19-2006-2007 required all secondary students, including career and technical students, must now take the same numbers of academic credits required for high school graduation.

The CTE program curriculum revision is ongoing in order to ensure rigorous academic content and inclusion of the most up-to-date knowledge and technical skills. The integration of academic standards into each occupational program curriculum is required and offered to all students, including CTE students.

The Puerto Rico Technical Institute designed and implemented a comprehensive professional development plan for faculty members and administrative staff. This plan covered the following activities: Second Congress of the Puerto Rico Technical Institute, Congress of Universities Against Drug and Alcohol Use and Abuse, OSHA, Ethics, Impact of Stress and Personal Relations, ADA, Orientation on University services for students with special needs, Campus Safety, Marketing and National Business Education Conference, TESOL, among others.

Also, at the postsecondary level, Circular Letter 3-2009-2010 was published to establish the policy and program requirements for technology offerings.

CURRICULUM DEVELOPMENT

The curricular documents (21) that were prepared during 2007-2008 by the Office of Curriculum Development of the Career and Technical Education Program were distributed to CTE schools and integrated to occupational offerings.

- **Home Economics-- Youth Life** Text Book for middle school; Youth Life Text Book Special Education Edition and Parenthood
- **Industrial Education--** Cosmetology; Barber and Hair Stylist; Small Engines Mechanics; Marine Engines Mechanics and Auto Collision Repair
- **Program of Study--** Tourist Guide Principles; Touristy Legislation and Hotel Accounting
- **Marketing Education Program--** Marketing
- **Agriculture Education--** General Agriculture; Agriscience; Agribusiness and Floriculture
- **Health Occupations Education--** White Room Technician; Health Management Information System Assistant and Health Office Assistant
- **Business Education--** Spread Sheet / Data Base and Desktop Publishing

During academic year 2008-2009 the Puerto Rico Technical Institute and its four (4) campuses completed the revision of fifteen (15) of its seventeen (17) academics programs in the following associate degrees: Engineering Technology Chemistry, Electrical Engineering and Engineering of Refrigeration and Air Conditioning. The curricular review process was directed to upgrade offerings and responded to the need of the industry and students. This technical process involved all stakeholders including teachers, technology coordinators, librarians, external evaluators, the advisory committee members of these programs and a PRDE central level representative. This curricular revision considered trends in the different fields of study, reports from the Puerto Rico State Approval Agency, recommendations from the Puerto Rico Council of Higher Education, and results from studies conducted in relation to occupations in high demand.

Programs that were approved by the Puerto Rico Council of Higher Education were: Associate Degree in Information Systems at the Ponce Campus and the Associate Degree in Environmental Quality Control Engineering Technology at Manatí Campus. Also the administrative as well as programmatic areas and student services offices at San Juan and Guayama campuses were accredited by the Puerto Rico State Approval Agency. The Tool and Die Maker School was accredited by the Council of General Education and the Puerto Rico State Approval Agency.

Evaluation of the Implementation of Approved Local School Plans

The Occupational Planning Office has established an evaluation method that determines the effective implementation for the approval Local School Plan.

Public Policy on Non-Discrimination

The Civil Rights Component has conducted visits to school districts (On Site and follow-up) in those schools where occupational courses were offered in order to verify compliance with Civil Rights Law. During these visits, technical assistance was offered as needed, on the appropriate implementation of the PRDE public policy on non-discrimination.

Special Education: Participation in Inter-Agency Committees

A Project has been established for students with disabilities to provide for a smooth transition to the workplace. Agencies that participate in this initiative are: Vocational Rehabilitation Administration, PR Department of Labor and PRDE. This project has impacted special students from eight (8) schools that participate in experiences in real work scenarios.

- Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable.

The Counseling and Orientation Program under the direction of the Assistant Secretary for Student Services, in coordination with the Plan of Study and Initiative Unit, designed and implemented a comprehensive counseling program for the PRDE secondary student population. This Unit developed strategies to establish programs of studies in coordination with participating universities. This unit has established ten articulation programs.

Specifically, services were offered to CTE students in three areas related to personal/academics, occupational and career development. Occupational and Career Counselors assisted students through a career exploration process in order to foster their career decision. Three thousand two hundred thirteen (3,213) CTE students were provided with Counseling and Orientation services during the fiscal year 2008-2009.

The counseling professionals at CTE secondary schools were provided with training materials to conduct workshops for high schools students. Teachers were provided with strategies to increase non-traditional participation and concentrators in their classes. Non-traditional careers were selected based on statistics reported by the Department of Labor, for occupations that focused on high-skill, high-wage, and high demand, for both male and female.

PRDE has fostered student participation in CTE Programs, taking into consideration student skills and interests. It is committed to offer non-traditional occupational courses with the purpose of eliminating gender discrimination in CTE Programs. During 2008-2009, in order to promote gender equity in vocational schools, the Career and Technical Education Program upgraded the equipment and acquired the educational materials for occupational courses offered in schools.

One thousand of “PIENSE” aptitude tests at a cost of \$12,000.00 were administered to CTE students enrolled in the tenth grade. Five hundred fifty seven (557) CTE students participated in the Postsecondary study program. Total of two hundred and forty six (246) CTE students, participated in the articulation program, and enrolled as full time students at different UPR campuses.

Social workers (5) and Academic Counselors (5) offered services to approximately 2,400 postsecondary students during 2008-2009. Among the activities they carried out were workshops in personal development, retention strategies and academic interventions. This CTE personnel managed two hundred (200) requests for reasonable accommodation from students with special needs.

- Supporting partnerships among local educational all agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills or complete career and technical programs of study.

Partnerships with Postsecondary Institutions

Partnerships have been developed with postsecondary institutions to provide and facilitate access to CTE high school students continuing on to higher education. Programs of study have been established to promote a seamless transition for CTE high school students to earn a postsecondary diploma or an associate degree. These partnerships fostered the opportunity for dual enrollment, where a student at the secondary level can earn credits for courses at the postsecondary level.

Alliances Established by CTE Occupational Programs

Different Alliances have been established with **Educational Institutions** (Sagrado Corazon University), **Financial Sector** (Santander Bank, Alma Financial, Popular Bank, First Bank and Oriental Bank), **Professional Association** (Marketing Association) industry sector (Industrial Education Council – Advisory Committees) and State Agencies.

The Health Occupations Education Program established one hundred and ten (110) cooperative agreements in order that students can conduct their internships at health related facilities. These are the following: Puerto Rico Cardiovascular Center; Dr. Pila Hospital; Dr. Tito Mattei Hospital; Manatí Medical Center; San Juan Bautista; Hospital; Dr. Sulsoni Hospital. Other

health facilities were: Metropolitan Hospital; Perea Inc. Hospital; HIMA San Pablo Hospital; López Ambulance; General Castañer Hospital; Wal-Mart of Puerto Rico Pharmacies; Menonita General Hospital; Damas de Ponce Hospital and La Salud Pharmacy.

The Agricultural Education Program has established alliances with:

1. Natural Resources Department –Trees seedling propagation for reforestation projects.
2. University of Puerto Rico, College of Agricultural Sciences Women as Entrepreneurs in Puerto Rico’s Agriculture.
3. University of Puerto Rico. Mayaguez Campus – “Developing Resident Instruction in Food and Agricultural related sciences”.

During academic year 2008-2009, the Puerto Rico Technology Institutes established two new alliances with universities in Puerto Rico. These were:

1. A collaborative agreement with the Metropolitan University to offer a Bachelor's Degree in Instrumentation.
2. An alliance with the Polytechnic University and the University of Puerto Rico, Aguadilla campus to establish a Technology Engineering Program.

At the secondary level, Puerto Rico Technology Institutes established the admission criteria for the articulation process with occupational and technical schools in Puerto Rico.

- Serving individuals in state correctional institutions

The Career and Technical Education Program benefited 2,366 offenders in twenty-six (26) occupational courses, at twelve (12) Correctional Institutions. These courses were offered in order to improve their quality of life and to help them develop skills that will facilitate their integration once they enter the community. Funds were allocated to purchase materials, equipment, and to cover professional expenses for psychological services. Seven hundred and twenty seven (727) certificates were granted to the participants that completed the trainings. Participating institutions were: Social Treatment Centers at Ponce (for boys and girls respectively), at Humacao; Salinas; Villalba; Guayama and Guaynabo. Also services were offered at the Guali Group Home and at the Evaluation Social Center.

- Providing support for programs for special populations that lead to high skill, high wage and high demand occupations

According to data gathered from the Student Information System, 23,823 students from the special population groups received services from PRDE. The following Table reflects the numbers and the percentages of this population by categories served.

Table 2

Special Population Categories by Number of Participant and Percent

SPECIAL POPULATIONS STUDENT	Participant	Percent
Disability Status	2662	10.2%
Economically Disadvantaged	18137	69.5%
Single parent	175	0.6%
Displaced homemaker	4	0.02%
Limited English Proficient	34	0.13%
Nontraditional Enrollees	2801	10.7%

Also, a total of twenty one (21) different courses (See Table 3) were offered at six (6) participating special education institutions under our CTE Program.

Table 3

Courses Offered at Special Education Institutions

Courses Offered	
Food Preparation	Auto Mechanic
Industrial Sewing	Culinary Arts
Welding	Pastry
Construction/Carpentry	Cosmetology
Tapestry	Marketing
Cabinet-making	Building Maintenance
Horticulture	Business Education
Technology Education	Technical Education
Home Economics	Auto Collision Technician
Electricity	Sewing
Plumbing	

- ***Psychological Services***

Psychological services were offered at fourteen (14) participating schools in the seven (7) Educational Regions to a total of four hundred and fifty (450) students in double counting at a cost of \$22,325.00. The services offered were interventions with students, parents, group of parents as well as students, and students in crises. Also family therapy case discussions and technical assistance for eligible recipients were conducted.

c. Permissible Activities Include:

- Supporting career and technical student organizations.

The student organizations from the six (6) Career and Technical Education Programs have a total enrollment of 21,716 students (See Table 4). These organizations are affiliated to the national organizations.

Table 4
Enrollment of Student Organizations

Student Organization	Enrollment
Future Farmers of America (FFA)	2,131
Future Business Leaders of America (FBLA)	8,265
Family, Careers and Community of America	3,700
Marketing Students Association	2,595
Health Occupations Students Association	472
Skills USA (VICA)	4,553
TOTAL	21,716

All the organizations carried out competitive skills events at the regional and state levels. They also participated in, seminars, workshops, conferences, and conducted community work. A total of forty (40) hours of community work is a requirement for graduation. During 2008-2009 a total of 21,716 students participated in forty (40) hours of community work in areas related to their occupational studies.

- Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter.

Each CTE Program has an Advisory Council with members that offer assistance in curriculum revision to respond to industry needs. These Councils are continuously in the process of integrating resources and strategies, in order to design an innovative curriculum. These efforts are directed to help students to successfully compete in the labor market. Some of the achievements obtained are:

- development of industry internships for teachers and students
- development and implementation of curricula that respond to the needs of identified industries

- Coaching to Skills USA student members so they can compete successfully at the state and national events.

Also, during year 2008-2009, eight hundred and thirty (830) students' candidates for graduation at the Puerto Rico Technical Institute participated in practice experiences at industry as part of course requirements. Each participating student benefited from 150-180 hours per semester.

- Supporting family and consumer sciences programs.

The Family, Career and Consumer Program offered in five hundred and forty two (542) schools with seven hundred and thirty eight (738) high qualify teachers (HQT). The program provides different activities in order to promote lifelong learning experiences to a total of 3,700 students that are enrolled in the Family, Career and Community Student Organization. They participated in Activities such as: "Star Events", "Be part of it", "Financial Fitness", "Career Connection", "Body of Student", "Stop Violence" "Leaders at Work" and "Alumni". At the national conference conducted at Nashville Tennessee, during the summer of 2009, the Puerto Rico delegation won nineteen (19) gold medals and twenty two (22), silver medals.

- Providing activities to support entrepreneurship education and training.

The curriculum core for all CTE programs include a course in Entrepreneurship education in order to develop knowledge and skills in students interested in self employment in their chosen occupation upon graduation.

Also, the Cooperative Education Program is implemented in all occupational programs. During 2008-2009, a total of two hundred and twenty (220) students benefitted from internships at one hundred and forty seven (147) industries. Approximately \$220,000 was expended to cover for students stipends.

- Developing valid and reliable assessments of technical skills.

A teacher committee comprised of fifteen (15) members has conducted two meetings to establish knowledge and technical skills standards for each occupation. These standards will be used to develop the student skills assessment test. Revision of these tests will be conducted on an annual basis. Participating teachers will guarantee test validity and, reliability.

- Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.

The first phase of the implementation of student information system for the postsecondary level has been conducted to incorporate all variables needed to calculate the indicators for this level.

The second phase that is expected to be completed by June, 2010 will provide information for all required indicators. A third phase in the implementation of this system will include the integration to the secondary student information system. This will allow us to conduct a student tracking system from secondary to postsecondary level.

As for the Student Information System, currently in place for secondary level, it will be closely monitored during its implementation in order to guarantee data quality and validity.

- Supporting occupational and employment information resources.

At the secondary level, students at participating schools are offered career awareness and exploration activities in order that they can make appropriate career choices.

In the postsecondary level five (5) Industry Coordinators conducted job seeking activities. They also assessed job opportunities and referred graduate students for placement.

2. Progress in Developing and Implementing Technical Skill Assessments

Sec. 113 (b) of *Perkins IV* describes the core indicators of performance for CTE students for which each state is required to gather data and report annually to the Department. Among the core indicators are: student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. [See Sec. 113(b)(2)(A)(ii) of *Perkins IV*.] While the Department recognizes that a state may not have technical skill assessments aligned with industry-recognized standards in every career and technical education program area and for every career and technical education student, the Department asked each state to identify, in Part A, Sec. VI (Accountability and Evaluation) of its new *Perkins IV* State Plan:

- the program areas for which the state had technical skill assessments;
- the estimated percentage of students who would be reported in the state's calculation of career and technical education concentrators who took assessments; and

- the state's plan and timeframe for increasing the coverage of programs and students reported in this indicator to cover all career and technical education concentrators and all program areas in the future.

The following is an update of PRDE progress and plan for implementing technical skill assessments with respect to the three items mentioned above.

The PRDE considers the most valid form of technical skill assessment to be a comprehensive and cumulative assessment of technical skill attainment, aligned to industry standards course and program content. These are measured by different forms of assessment to include: tests; papers; projects; demonstrations of competency, critical thinking, and problem solving. Other evaluation activities are conducted by the industry sector to ensure CTE students have mastered the necessary academic and career and technical skills before they move into more advanced courses or complete their postsecondary education.

As a result, CTE courses and programs will develop or adopt a technical skill assessments based on industry standards as determined from alignment with the CTE model curriculum standards and framework or statewide industry advisory determination. The emerging industry-based technical skill assessment will be designed to identify crossover between industry practical needs and PRDE programmatic goals to determine the skills and knowledge upon which the test for each program area will be based. The resulting assessments will be established island-wide.

During year 2008-2009 training has been already carried-out for the personnel that will be participating in developing the statewide technical skill assessment system. Also, parameters were established to ensure that the development of these technical skill tests will comply with the purpose of certifying the CTE student for industry recognition. In this first year, the technical skill assessment was developed and administered to CTE students participating in the Business Administration Program. The participation of industry sector in evaluating our CTE students was crucial to ensure the recognition of the business sector as well-prepared potential employees. The Business Administration Program was submitted to the requirement of Technical Skill Assessment Test in order to ensure student attainment of career and technical proficiencies which in turn are aligned with industry-recognized standards. The performance test was administered to students that have completed their program of study.

3. Implementation of a State Program Improvement Plan

In the CAR 2007-2008 we reported that the PRDE was implementing the Student Information System (SIS) as the official administrative system to gather necessary data of the total student enrollment, including CTE students. At that time, although data was collected for the total secondary student enrollment, we were unable to identify CTE students by concentrator and special population categories, although the academic data of CTE students were already entered in the system.

Thus, in order to comply with the CAR 2007-2008 information requirements, an alternate method was set in place to gather information for the fifteen (15) schools with a 100% CTE

student enrollment. Data provided in the Puerto Rico CAR 2007-2008 was the result of this alternate method to SIS.

After these results, programming efforts were conducted to overcome these difficulties and to ensure that data to comply with reporting requirements was collected appropriately.

To this effect, during 2008-2009 a Steering Committee was appointed to oversee the process of including all CTE student variables into the SIS. This Committee designed and implemented a comprehensive plan of activities that included training for CTE school directors on using the SIS effectively, offering technical assistance by a regional task force established for such purposes and conducting weekly follow-up meetings with SIS personnel.

Also, periodic reviews of data collected were carried out at weekly intervals during the implementation process in order to validate that the information entered into SIS was complete and correct. These reviews were also helpful in reducing data entry errors and ensuring that all information was accurate.

Technical assistance was provided in programming so that data could be cross-reference with other variables to identify missing information and be able to make corrections to data that has been entered. During the implementation process PRDE randomly selected student's records to verify their information and ensure that data entered was accurate, complete and reliable.

All these efforts conducted by CTE staff during this year, has provided the necessary data to comply with all reporting requirements for the CAR 2008-2009.

Target Levels of Performance for School Year 2008-2009

The Annual Progress Report includes a description of achievements in Puerto Rico, which were accomplished by means of mandatory and permitted activities stipulated in the Perkins IV Five Years Plan, submitted to the Federal Education Department. These activities established the basic criteria to be used in the design of the evaluation standards and the measuring system, to guarantee educational excellence and efficiency in the use of the appropriated funds. The indicators have been established in agreement with the Law. The Table 5 presents the Core Indicators Negotiated and the Target Obtained during the School Year 2008-2009.

TABLE 5

Comparison between Actual Results and Negotiated FAUPL by Core Indicator and Level

CORE INDICATOR/ SECONDARY LEVEL	FAUPL	ACTUAL
1 S 1	56.00	▼41.5
1 S 2	42.00	▼ 2.1
2 S 1	87.00	97.3 ▲
3 S 1	78.00	83.0 ▲
4 S 1	91.00	83.0
5 S 1	55.00	57.9 ▲
6 S 1	9.00	10.7 ▲
6 S 2	10.00	80.0 ▲

CORE INDICATOR/ POST-SECONDARY LEVEL	FAUPL	ACTUAL
1 P 1	82.00	87 ▲
2 P 1	94.00	▼87
3 P 1	70.00	87 ▲
4 P 1	46.00	▼35
5 P 1	9.5	21 ▲

Secondary Level

The result obtained for indicators **1S1** and **1S2** responded to the administration of a new Puerto Rican Achievement Test on April 2009. The test’s impact on student achievement was reflected in the results of their score or level of proficiency. The negotiated level for indicators **1S1** and **1S2** was made before the test was administered, not being able to establish a base score or level for improvement; due to the fact that these results pertain to a new test.

The Target Negotiated for indicator **2S1** was 87%, and the Actual results obtained from the Student Information System (SIS) reveals we attained a 97.3%, surpassing the negotiated level.

The Target Negotiated for indicator **3S1** was 78%, and the Actual results obtained from the Student Information System reveals we attained an 83.0%, surpassing the negotiated level.

The data entered in the Student Information System for Core Indicator **4S1** did not include the total number of CTE students resulting in a lower 83% achievement. For 2009-2010, we expect that the SIS will identify the total CTE student population. PRDE will recalculate this indicator for such year.

The Target Negotiated for indicator **5S1** was 55.0%, and the Actual results obtained from the Student Information System reveals we attained a 57.9%, surpassing the negotiated level.

The Target Negotiated for indicator **6S1** was 9%, and the Actual results obtained from the Student Information System reveals we attained a 10.7%, surpassing the negotiated level.

The Target Negotiated for indicator **6S2** was 10%, and the Actual results obtained from the Student Information System reveals we attained a 80%, surpassing the negotiated level.

Postsecondary Level

The Target Negotiated for indicator **1P1** was 82%, and the Actual results obtained reveals we attained an 87%, surpassing the negotiated level.

The Target Negotiated for indicator **2P1** was 94%, and the Actual results obtained reveals we attained an 87%, so we did not surpass the negotiated level.

The Target Negotiated for indicator **3P1** was 70%, and the Actual results obtained reveals we attained an 87%, so we did surpass the negotiated level.

The Target Negotiated for indicator **4P1** was 46%, and the Actual results obtained reveals we attained a 35%, so we did not surpass the negotiated level.

The Target Negotiated for indicator **5P1** was 9.5%, and the Actual results obtained reveals we attained a 21%, so we did surpass the negotiated level.

The Target Negotiated for indicator **5P2** was 8%, and the Actual results obtained reveals we attained a 17%, so we did surpass the negotiated level.

In the CAR 2008-2009, PRDE reported the necessary data of the CTE student enrollment, to include the concentration and special population. We have surpassed the difficulties presented in the previous CAR 2007-2008, and we were able to report all indicators required.

4. Implementing a Local Improvement Plan

The Table below presents the improvement plan of activities that will be coordinated with the Assistant Secretary for Academic Affairs to address those indicators in CTE schools that have been already identified. These activities are mandatory for schools that do not achieve their core indicators, which in term impact our CTE students that are enrolled in these schools.

Table 6

**PRDE CTE Program improvement Plan
2009-2010**

Action/Activity	Responsible	Timeline
Identify the schools that failed to meet the core indicators and corresponding programs.	State Director CTE	August 2009
Coordinate Efforts between Academic Affairs and CTE Programs.	State Director CTE	September 2009
Assess and prioritize needs.	State Director and local school director	October 2009
Identify the disaggregated categories of students and those to be impacted.	Planning Office	December 2009
Identify the strategies to be conducted for each program within the school.	State Director, local school director and Planning Office	January 2010
Design, develop and implement an improvement plan to attain established goals.	Program director, Supervisor, local director	February 2010
Review and revise results and establish new strategies for improvement.	State Director, local school director and Planning Office	March 2010
Puerto Rico Achievement Test Administration	Central Planning and Evaluation Office	April 2010