

Commonwealth of Puerto Rico
DEPARTMENT OF EDUCATION
Career and Technical Education Program

CONSOLIDATED ANNUAL REPORT (CAR)

2011-2012

Margarita I. González Cobián
Assistant Secretary

Commonwealth of Puerto Rico
DEPARTMENT OF EDUCATION
Career and Technical Education

NARRATIVE PERFORMANCE INFORMATION

July 1, 2011 - June 30, 2012

Student Definitions:

Secondary Level

- Participant: A secondary student who has enrolled in one (1) or more credits in any CTE program area.
- Concentrator: A secondary student who has earned two (2) or more credits in a CTE program area.

Postsecondary Level

- Participant: A postsecondary student who has enrolled in one (1) or more credits in a CTE program area.
- Concentrator: A postsecondary/adult student who has declared a major in a CTE program of study and has completed at least four courses in CTE concentration courses.

1. Implementation of State Leadership Activities

As follows is a summary of PRDE major initiatives and activities conducted in required and permissible areas that PRDE chose to undertake for FY 2011-2012.

a. Required Use of Funds:

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

The Puerto Rico Department of Education (PRDE) operates as an unitary education system, which serves as SEA as well as LEA. PRDE manages the island's public schools within a framework of seven geographical regions. Each region is headed by a Director, and within these regions there are a total of twenty eight (28) school districts. PRDE system is comprised of a total of 1,452 schools, with an enrollment of 454,621 students (K-12). This latter number reflects a four percent (4%) decrease in student enrollment when data is compared with the previous school year. In the other hand,

CTE student enrollment reflects a nine percent (9%) increase from 28,692 students in school year 2010-2011 to 31,387 for this reporting period (2011-2012) which represents a thirty five percent (35%) of the total secondary level (grades 10-12) student population of 90,771.

Each school that supports a CTE program has an administrator that oversees the program. CTE Programs offered are the following: Agriculture Education, Business Administration, Family and Consumer Education, Health Science Education and Industrial Education. As for the postsecondary level, the Puerto Rico Technical Institute (PRTI) has four (4) campuses located at San Juan, Ponce, Manatí and Guayama with a total enrollment of 2,701 students. It offers associate degrees in 17 academic and technical offerings, in the areas of health occupations, business administration and engineering technologies. Also, there are two (2) other postsecondary institutions; the Tool and Dye School that offers a certificate in this area, and the Puerto Rico Aviation Maintenance Institute (PRAMI) certified by the Federal Aviation Administration (FAA) to award certificates in Air Frame and Powerplant.

Secondary Level

For the past three (3) years, PRDE has collected valid and reliable data of the student population it serves through the Student Information System (SIS). At the end of each semester, all schools are required to enter the necessary data that identifies all CTE students and their corresponding disaggregated data. All schools receive reports on their performance levels in relation to student achievement, placement and graduation rate. Data are also gathered on nontraditional enrollment and graduate students' follow up in relation to: employment, military services and continuing to postsecondary education.

Also, SIS provides an online student report card. Through this System parents are allowed to access information regarding student's progress and academic achievement. All CTE teachers must report student information into data server each semester. Reporting requirements to comply with Carl D. Perkins include: students and teachers' demographics, school organization, course enrollment, and academic as well as occupational performance. Also, it provides CTE management with valid and reliable information for decision making. Ongoing revision is conducted to ensure that data entered are accurate, valid and reliable. During the year a series of reports were issued as needed.

Postsecondary Level

As for the postsecondary level, efforts conducted during 2010-2011 to implement the Campus Information System (CIS), throughout the four (4) campuses of the Puerto Rico Institute of Technology were detained on account of difficulties encountered with the implementation of the existing contract. To this regards a new contract has to be

enacted for further programming of the platform in order to be fully operational. PRDE plans to hire an external company for this programming during 2013. Once this information system is in place, it will provide for a valid and reliable data collection to include required performance indicators; graduate students follow-up in relation to: employment, military services and continuing postsecondary education as well as an effective student tracking system between secondary and postsecondary levels which will strengthen the articulation process of the Program of Study. Annual Performance Indicators data continued to be gathered by student support services staff at each campus.

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

PRDE'S Technology Plan offers the infrastructure for the efficient and effective administration of PRDE and allows to properly focus time and energy on improving the teaching and learning process and overall student achievement. It supports PRDE's technology system across the 1,452 schools with Internet connection as well as CTE high schools to strengthen classroom instruction and allow for an efficient and accurate data collection on CTE students. Also, it enables the request of funds through the online submission of the Comprehensive Occupational Local Plan from CTE eligible recipients presenting a seamless and paperless process.

PRDE assigned Perkins funds requested by CTE schools through the Comprehensive Occupational Local Plan to provide for the necessary equipment and educational materials to enrich participating students' learning experiences with relevant instruction aligned to the needs of business and industry. CTE programs have been enhanced with up-to-date laboratory equipment for students to learn and practice in a real work scenario.

Also the Student Individual Plan of Study platform has been designed to provide CTE students with an electronic portfolio that includes student data in the following areas: demographic and academic information, a set of modules for career exploration and co-curricular and extracurricular activities including student organizations.

- A pilot study is currently underway in one of the educational regions that will provide the necessary data to evaluate its effectiveness.

During school year 2013 -2014, middle school counselors will initiate its implementation with ninth graders providing career exploration activities. At this stage, priority will be given to those middle schools whose ninth graders enroll in a nearby CTE high school. This will provide students with the needed information for adequate career selection to enroll in a CTE high school.

Postsecondary Level

As for the postsecondary level, PRTI and its four (4) campuses have invested in purchasing computers and other technology equipment to establish new laboratories and update existing ones to improve the quality of instruction of the associate degree courses in the areas of: Information Systems, Graphics Arts, Engineering Technology and Marketing. Special attention was offered to the marketing courses to enhance computer laboratories taking into consideration articulation plans to be implemented between secondary and postsecondary levels since Business Administration was selected as PRDE Program of Study. The annual performance indicators data for CAR 2011 were gathered by the staff of the student support services offices at the four (4) campuses.

Database providers such as EBSCO and Ocean Net are under contract to strengthen library resources in support to the teaching and learning process.

The distance education project to integrate technology into the curriculum that pursued the design of twelve (12) online courses in the areas of: Nursing, Business Administration and general courses in Mathematic and English were implemented at the four (4) campuses during 2010-2011 and benefitted 271 students. This initiative strengthened the existing curriculum substantially through a new modality.

- 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.

Secondary Level

A survey was conducted to assess CTE teachers' professional development needs. A comprehensive professional development plan was designed and implemented benefitting a total of 1,324 CTE teachers. Areas of emphasis covered were: OSHA, Fashion Merchandizing, Billing of Medical Services; Microsoft Office 2010, Orientation regarding CTE Programs and Services, Employment Requirements for Minors, CTE Curriculum Standards, Agriculture topics, Academic and Occupational Curriculum Integration, and Administrative and Academic Aspects of the Family and Consumer Education Program. Other topics were Auto Repair and Information Technology. Also orientation on the online Student Individual Plan of Study was offered to School Counselors and to the Undersecretary for Academic Affairs.

Besides, CTE teachers participated in conferences sponsored by professional association such as: National Business Association (1), Business Education Professors Associations (8), Future Business Leaders of America State Advisor

Meeting (2) Family and Consumer Education State Advisor Meeting (2) Puerto Rican Family and Consumer Association (25); Family and Consumer International Day (60) and Health Occupations State Advisor Meeting (2).

Postsecondary Level

Professional development activities were conducted at the postsecondary level. Sixty (60) professors participated in the Annual Technology Congress held at the Guayama Campus. Ten (10) professors attended different annual conferences pertinent to courses offered that were held in the mainland and Panama.

- 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.

Secondary Level

The CTE Circular Letter which establishes policy and rules for the development of programs and services is undergoing the last revision. In this revision, the Program of Study in the cluster of Business Administration was incorporated as required by Section 122. The work based learning component is clearly defined by the requirement established by each occupational program. Also this Letter clearly establishes that CTE students are required to take the same academic core that is required for high school graduation.

CTE programs have conducted curriculum revision on an informal ongoing basis, to ensure rigorous academic content and inclusion of the most up-to-date knowledge and technical skills. The integration of academic and industry standards into each occupational program curriculum is required. CTE teachers have been identified to conduct the upcoming revision of the curriculum in forty-five (45) courses in the Spring semester 2013. This revision is pending on the approval of the required part-time contracts.

As a result of the Puerto Rico Achievement Test (PRAT) for 2010-2011, one hundred and nineteen CTE schools (119) failed 1S2 Academic Attainment in Mathematics. In coordination with the Mathematics Program, a State Improvement Plan was designed for CTE schools. Each school implemented an Improvement Plan in which contextual learning strategy was selected and implemented for a more seamless integration of academic and basic occupational skills.

Postsecondary Level

On a yearly basis, the curriculum revision process at Puerto Rico Technical Institute (ITPR) campuses is conducted with stakeholders including industry representatives who offer technical assistance on industry needs and trends in the different occupational fields. Reports from the Puerto Rico State Approval Agency, recommendations from the Puerto Rico Council on Education, and results from studies conducted in relation to occupations in high demand are taken into consideration as well.

- 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.

Secondary Level

PRDE has fostered student participation in CTE nontraditional courses taking into consideration student skills and interests. It is committed to offer nontraditional occupational courses to eliminate gender discrimination in CTE Programs.

Career Technical Education student total enrollment is 31,389. Fifty seven percent of this total enrollment or 19,845 students are taking a nontraditional course. Of this amount, 3,532 are nontraditional students for a 17.80%. During this school year, orientation activities and dissemination of information on nontraditional occupational courses and career and technical education were offered on an on-going basis to include open houses, visits to industries and middle schools.

- Supporting partnerships among local educational 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 of complete career and technical programs of study.

Supporting Partnerships with Institutions of Higher Education

For the past three (3) years, a partnership with the University of Puerto Rico (UPR), Arecibo Campus, has been conducted to provide courses to CTE students at five UPR campuses. This initiative also offered CTE students access to other university life experiences that supported them in a seamless transition to postsecondary studies. Three hundred and twenty two (322) twelve grade CTE students (single count) entered postsecondary institutions either public or private and one student enlisted in military services.

For the 13th consecutive year, the Alliance for the Economy and Finance sponsored by Sacred Heart University and the banking sector in Puerto Rico in coordination with PRDE was implemented. Its purpose is to promote concepts on economy and financial administration with emphasis on basic topics such as banking services, investment, savings and credit. Twenty seven Business Administration teachers and 162 CTE students participated in the design and implementation of projects on basic economic concepts. Two projects, presented by CTE high schools were awarded first and second prize. Also, these teachers participated in a series of workshops on the National Economic Standards for 20 hours of continuing education. In addition, a total of one hundred and eighty six (186) agriculture education and family and consumer education teachers were offered an eight (8) hours workshop to strengthen knowledge and concepts in budget topics that they can integrate in their courses.

The Puerto Rico Technical Institute and PRDE Program of Study in the Business Administration career cluster partnered to promote a seamless transition for CTE students from high school to postsecondary level. A curriculum revision committee was established and comprised of secondary level teachers and postsecondary professors from the Business Administration Program. After thorough analysis of the curriculum content, courses were selected and aligned between the secondary and postsecondary levels.

A new initiative is underway with the design and development of training sessions for Business Administration teachers on Entrepreneurship education for implementation in the 2013 school year. Training will be offered by Sacred Heart University professors and sponsored by the Alliance with such University.

Partnerships Established by CTE Occupational Programs

- The Health Sciences Education Program established three hundred fifty-one (351) cooperative agreements with health related facilities such as hospitals, pharmacies, and elderly homes where one thousand one hundred and forty eight (1,148) students conducted their internships.

- For the second consecutive year, the Puerto Rico Department of Agriculture (PRDA) sponsored the “Development of Youth as Entrepreneurs in Agriculture” project. PRDA awarded \$60,000 to fund innovative school based and individual student projects as well as activities conducted by the FFA Student Organization.
- The Business Administration Program established several partnerships with the financial sector (Popular Bank) and the Marketing and Business Administration teacher professional associations. Fifty teachers are actively involved in these associations.
- Considering the importance of the role was established of industry and commerce sectors, an alliance was established by the Puerto Rico Chamber of Commerce, the Puerto Rico Industry Association, the Puerto Rico Products Association and the United Retailers Association and PRDE. Outreach activities have been conducted by each entity to inform their respective members (approximately 9,000 among all entities) of the following services that will be offered to CTE students and teachers beginning in the Spring 2013:
 - Internship opportunities for CTE students and teachers in real work scenarios.
 - Technical assistance for curriculum revision for CTE courses
 - Professional Development Opportunities for CTE teachers
 - Career awareness and exploration activities at industry sites for ninth graders.
- For the last decade, the Alliance for Construction in Education sponsored by the General Contractors Association of America have implemented two innovative projects: “Build Up and On-Site”. These projects are directed to impact middle school students with awareness and exploration activities in the construction career pathway. A total of eight schools participated.
- The Industry Association sponsored the “I am a Future Entrepreneur” Project to 222 participating students from 22 CTE high schools providing the knowledge and skills needed in a competitive work scenario.

In a partnership with the Puerto Rico Agronomist Association, agriculture teachers received continuing education courses such as Urban Agriculture, Commercial Hydroponics, Egg Production Industry and Exotic Fruits to update knowledge and skills in new trends in agriculture.

Participation in Inter-Agency Committees

The Assistant Secretary for Career and Technical Education represented PRDE Secretary on the Advisory Board of the Administration on Vocational Rehabilitation, the State Advisory Board on the Work Investment Act (WIA) and the San Juan Local WIA Board and the Board for the Correctional Institutions Industries.

Postsecondary level

During academic year 2011-2012 PRTI continued with the following alliance:

1. The Metropolitan University for the Instrumentation Associate Degree graduates to pursue a Bachelor's Degree at such Institution.
2. Polytechnic University and the University of Puerto Rico, Aguadilla campus to offer a Technology Engineering Program.
3. PR Chamber of Commerce, the Puerto Rico College of Engineering and the General Contractors Association to provide internship experiences to students and professional development activities to teachers.
4. Interamerican University, Ponce Campus to convalidate course study work for completion of the bachelor's degree in nursing, information system, accounting, business administration and administrative office system.
5. Caribbean University to convalidate programs of study in Civil Engineering Technology.

- Serving individuals in State institutions

One thousand eight hundred and sixty two (1,862) participants were enrolled in forty six (46) occupational courses offered by CTE teachers at twenty 20 Correctional Institutions serving adults (14) and juvenile delinquents (6). One thousand fifteen (1,015) certificates were granted to the participants that completed these courses. Educational materials and equipment were purchased to strengthened course instruction. It is expected that these courses will develop occupational skills that will facilitate inmates in their transition to the workforce or self employment once they re-enter the free community and improve their quality of life as well.

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

- **Psychological Services**

Approximately 1,399 (on a repetitive count) CTE students received psychological services by referrals from the School Social Workers and Counselors. These services were offered at twenty six (26) CTE schools with the highest enrollment. Services offered were interventions with students on an individual and group basis including parents. Also family case discussions were conducted including therapy.

- Offering Technical Assistance to Eligible Recipients

Online Design for Submission of Local Plan

For two consecutive years the online platform for the submission of the Comprehensive Occupational Local Plan has been in place providing for on time and cost efficient paperless process. Technical assistance was provided to one hundred and five (105) CTE School Directors through workshops on the preparation and the online submission of this Plan. Additional technical support was provided as requested.

Public Policy on Non Discrimination

The Civil Rights Component ascribed to the Assistant Secretary for Career and Technical Education conducted a total of sixteen (16) visits of which four (4) were monitoring site visits and twelve (12) follow up visits to sub recipients. These visits were conducted to guarantee that such schools where occupational courses were offered complied with Civil Rights Law. During these visits, technical assistance was provided on the appropriate implementation of the PRDE public policy on nondiscrimination. Also a voluntary compliance plan was requested as needed. During school year 2011-2012, the Biennial Plan was submitted and approved by the Office of Civil Rights.

b. Permissible Activities Include:

- Improving Career Guidance and Academic Counseling Programs.

Secondary Level

During academic year 2011-2012 orientation and counseling services were offered to a total CTE student enrollment of twenty eight thousand six hundred and fifty one (28,651) of which three thousand nine hundred and sixty (3,962) or fourteen percent (14%) were special education students

Of the total CTE student enrollment, three hundred and twenty three thousand seven hundred and forty nine (323,749) CTE students received services on a repetitive count. Of this amount, almost half (48%) of the students population served received personal and academic services, either on an individual (10%) or group basis (38%). Also the Counseling and Orientation Program under the Assistant Secretary for Student Services offered a series of career awareness and exploration activities to six thousand seven hundred and sixty nine students in ninth grade to assist them in making academic, personal and career decisions before attending a CTE school. Also, through these activities, participating students received orientation on nontraditional occupations and information on responsible parenting.

Postsecondary Level

Occupational Coordinators (5) offered services to approximately eight hundred forty six (846) postsecondary students during 2011-2012, among the four (4) campuses. They conducted workshops related to job search; interview and job retention; curriculum vitae preparation; teamwork and employment security. These coordinators managed two hundred (200) requests for reasonable accommodation from students with special needs.

- Supporting career and technical student organizations.

Student organizations from the six (6) Career and Technical Education Programs have a total enrollment of twenty two thousand nine hundred and seven (22,907) students which represent a 72% of the total CTE student enrollment and a 10% increase is seen when compared to previous year enrollment. (See Table 1). During the conferences held at the national level two student organization: Skills USA and Health Occupations Students Association were recognized for their efforts in increasing their membership.

TABLE 1**Enrollment of CTE Student Organizations**

CTE Student Organizations	Enrollment	
	2010-2011	2011-2012
Future Farmers of America (FFA)	1,600	1,721
Future Business Leaders of America (FBLA)	7,325	7,372
Family, Leaders, Careers and Community of America (FLCCA)	2,058	2,640
Marketing Students Association	3,407	3,622
Health Occupations Students Association	1,189	1,348
Skills USA (VICA)	5,200	6,204
TOTAL	20,779	22,907

These Student Organizations are well structured through established regional boards at each PRDE educational region (7) and are comprised of local school based chapters. Each student organization appoints a State Board of Directors that oversees the seven (7) regional boards. Each Board designs the Annual Activity Plan which is approved by PRDE Undersecretary for Academic Affairs and is implemented island wide through the local chapters. All activities conducted to include workshops, conferences, seminars; monthly meetings and community work are curricular in nature and an integral part of the CTE program. Teacher advisors and coordinators of local chapters and regional boards serve as mentors and oversee the effective implementation of the Annual Activity Plan. They offer assistance and follow up so that all activities are conducted and all members fully participate. Reports from these organizations reflect high attendance of students and their teacher advisors and coordinators to all activities that were held.

As mentioned, these organizations are affiliated to their respective National Organizations in the mainland. As part of the Annual Activity Plan, each organization carried out competitive skills events at the regional, state and national levels in the selected occupational areas. It is well to note that two of the student's organizations that participated in the National Conferences received the following awards: Skills USA gold medal in "Telecommunication Cabling" and Family, Career and Consumer a total of twenty nine (29) medals, from which 15 were gold in different events. These activities are regarded as an integral part of the CTE instructional program. Student organizations have proved to be an effective retention strategy as well as the mechanism to support future graduates in all CTE Programs.

- 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.

CTE Programs provides students with a variety of work based learning experiences so they can engage in real work scenarios at industries, banks, commerce and health facilities. Approximately four thousand six hundred seventeen (4,617) CTE students participated from work based learning opportunities.

The Industrial Education Program has an Advisory Council with members from eighteen technical areas that serve as mentors for CTE students participating in state and national skills competitions. Council members are continuously integrating resources and strategies to strengthen CTE curriculum. They offer special attention to CTE students so they develop 21st Century Skills or soft skills which are essential to enter the labor market. During school year 2011-2012, they conducted a total of seven meeting mostly to coordinate regional, state and national competitions.

- Supporting family and consumer sciences programs.

The Family, Career and Community Program promote experiences to create awareness in students of the importance of their personal development and the need to strengthen family life values. It foster the values and skills that will enable them to enter the workforce with a competitive edge. This Program offered different educational activities to promote lifelong learning experiences to a total of two thousand six hundred and forty (2,640) students that were enrolled in this program's student organization.

PRDE has established as a graduation requirement that each student carryout a total of forty (40) hours of community work. These projects must be coordinated through the Family, Career and Community Program teachers. In the case of CTE students, these are motivated to comply with this requirement by engaging in projects directly related to their selected occupational area. During year 2011-2012, a total of twelve thousand (12,000) student participated in community work projects benefiting a total of one hundred thousand (100,000) individuals. There are one hundred and fifty five (155) Family and Consumer Teachers offering courses to approximately 19,375 CTE students grades 10-12.

The Family, Career and Community Program also offered the Responsible Parenting course which is a requirement for graduation and is taken in high school. During school year 2011-2012, nine thousand (9,000) high school students enrolled in this course taught by teachers.

- 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 the necessary knowledge, skills and the right attitudes in students interested in self-employment in their chosen occupation upon graduation.

A new initiative is underway with the design and development of training sessions for Business Administration teachers on Entrepreneurship education for implementation in the 2013 school year. Training will be offered by Sacred Heart University professors and sponsored by the alliance with such University.

- Supporting occupational and employment information resources.

CTE students participated at career exploration activities sponsored by school counselors. A total of 1,986 CTE students grades 10 three 12 participated of such activities as well as 6,659 students grades 7 thru 8. The special project called “Encounter with the Occupational World through Gender Equity” implemented by school counselors benefited 6,785 students.

A total of six (6) meetings were conducted with industry representatives in an effort to identify the occupations in high demand and credentials needed and supported by industry. As for the postsecondary level, five (5) Industry Coordinators offered postsecondary students job seeking activities related to job interviews and job retention as well as how to prepare a curriculum vitae. They also assessed job opportunities and referred graduate students for placement.

The Industry Council comprised with members from eighteen different occupations partnered with PRDE over a decade ago to support CTE Industrial Program. They provide technical assistance to students competing at the regional, state and national competitions. They serve as mentors from the time the student decides to compete up to the state competition.

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

During the second year of the implementation of the mechanism established within the SIS, to strengthen the data collection process related to CTE students identified validation errors at the school and student level. This strategy guaranteed that data

obtained adequately measured the progress of CTE students including special populations. This ensured accurate data quality and data maintenance in compliance with Perkins Section 122 and that data reported to PRDE from eligible recipients of the State and from PRDE as the eligible agency reported to the USDE Secretary are complete, and reliable. Due to the effectiveness of this mechanism it will be continued on an ongoing basis.

- As for the postsecondary level, until the Campus Information System (CIS) is fully operational during 2013 data is continued to be gathered and analyzed by staff members from the student support offices for all performance indicators.

1. Progress in Developing and Implementing Technical Skill Assessments

Among the core indicators required to be reported annually are: student attainment of career and technical skill proficiencies, and student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. Parameters for the development of the technical skills assessment tests were established to ensure student attainment of career and technical proficiencies, aligned with industry recognized standards.

During spring semester 2012, technical skills assessment tests were administered to a total of 2,816 students which represents 47% of the total enrollment in the Business Administration Program at the secondary level. This number of students represents 15% of the CTE concentrators (19,220). Courses offered in this program were: Financial Management, Accounting and Administrative Assistant (Business) and Sales and Services (Marketing).

Up to the present, Skills Assessment Tests has been administered only at the secondary level. Coordination is underway with PRTI so that Business Administration students will be tracked as part of a seamless transition between both levels.

Curriculum revision will be conducted in 45 occupational courses. This revision is pending on the approval of the part time contracts for teachers identified to conduct such revision. The implementation of new curriculum will start at the beginning of during the Spring 2012. Concurrently with this revision, construction of test items will be developed to establish a bank of items that will be used to design, validate and administer the skill assessment tests.

2. Implementation of State Program Improvement Plan 2011-2012

PRDE failed to meet for four (4) consecutive years the 90 percent threshold for indicator of performance 1S2. Academic attainment for secondary- level CTE students is measured through the administration of the Puerto Rico Achievement Test (PRAT), which is also the examination that demonstrates compliance under No

Child Left Behind (NCLB). For Math, the PRAT is administered to students in the 11th grade. A Program Improvement Plan was designed and is currently under implementation to increase Mathematics achievement in CTE students. Such Plan was included as part of the Quarterly Status Reports that were submitted in compliance with the conditions contained in PRDE July 1, 2012 grant award notification from USDE.

The following Table reflects the FAULP for 2011-2012. When these results are compared to 2010-2011, it can be said that the following indicators demonstrated an increase in their percentages:

- Indicator 4S1 increased by 2.45%
- Indicator 5S1 increased by 12.28%

Even though the 5S1 performance indicator was not attained, it increased by a 12.28% which reflects that the strategies that were implemented to gather such data resulted in some improvement.

The remaining indicators revealed that their results were maintained very closely to what was reported last year, except for indicator 2S1 that decreased by 8.24%. Even though it decreased, this indicator attained the 90% of the adjusted level of performance.

TABLE 4

**Comparison Between Actual Results and Negotiated FAULP
by Core Indicators**

INDICATOR	STATE ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	MET 90% ADJUSTED LEVEL OF PERFORMANCE
1S1	47.00 %	55.67 %	Yes
1S2	44.00 %	6.59 %	No
2S1	90.00 %	81.89 %	Yes
3S1	83.00 %	100.00 %	Yes
4S1	93.00 %	93.72 %	Yes
5S1	50.00 %	43.13 %	No
6S1	12.00 %	17.80 %	Yes
6S2	13.00 %	17.31 %	Yes
1P1	91.00%	83.60%	Yes
2P1	96.50%	96.73%	Yes
3P1	86.75%	78.14%	Yes
4P1	70.00%	83.83%	Yes
5P1	13.25%	12.51%	Yes
5P2	17.20%	11.36%	No

Secondary Performance Indicators Analysis

Additional information for data collected by PRDE SIS and reported by EDEN files, can be demonstrated by the analysis of disparities among categories of students, in which a 20% gap was established as a quantifiable disparity. Data collected revealed the following:

- For 1S1 performance indicator it can be seen that all students attained 54.6% while single parents only reached 26.67%
- 1S2 No quantifiable data is reflected.
- 2S1 No quantifiable data is reflected.
- 3S1 No quantifiable data is reflected.
- 4S1 No quantifiable data is reflected.
- 5S1 Data for this indicator reflects that single parent's category reached 86.36% when compared to 43.13% attained by all students.
- 6S1 This indicator reflects disparity between gender category, demonstrating that for males they reached a 31.34% when compared to females, for only a 5.69%. This fact shows that although we are attaining this indicator for all students, the

reality is that we are surpassing such indicator on account of the percentage obtained for males.

Another category that reflects disparity is the Limited Spanish Proficiency students because they reached 100% for this indicator.

- 6S2 In the same way as results for 6S1 indicator, 6S2 data reflects that males obtained 31.72% surpassing results for females that obtained 4.84% Similar to 6S1 indicator Limited Spanish Proficiency category reached 100%.

The next charts illustrate the improvement plan strategies to resolves that fails (5S1 and 5S2 indicators).

Program Improvement Plan Chart
2012-2013

<p>Core Indicator of Performance 5S1: Placement: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.</p>			
<p>Status Reported: In the CAR submitted in December 2012, the State Adjusted Level of Performance was established at 50.00% and the Actual Level of Performance resulting a 43.13%. The Indicator of Performance 5S1 was not attained; beside the fact that single parent's category reached an 86.36% when compared to the rest of the student. The number of seventy-eight (78) CTE school did not reached the established core indicator representing 57.00% of all CTE schools. Even though the 5S1 performance indicator was not attained, it increased by a 12.28% which reflects that the strategies that were implemented to gather these data resulted in some improvement.</p>			
Action Steps	Evidence Completed	Projected Date For Completion	Assigned Staff
<p>Action Step 1: Evaluate the method used to gather this core indicator 5S1, and how is reported in the Student Information System (SIS).</p>	<p>The Planning Office will prepare an assessment report on the process of recollecting the core indicator.</p>	<p>May 2013</p>	<p>Assistant Secretary for PRDE CTE Programs Planning Office Director</p>
<p>Action Step 2: Establish an alternative mean or method to ensure that the school will comply with report CTE student placement. The exit Interview could be used in those student that are reported in the Student Information System.</p>	<p>Provide training in the revised process to the personnel that will be collecting this indicator.</p>	<p>June 2013</p>	
<p>Action Step 3: Develop strategy to include personal to enhance the process of reporting this core indicator.</p>	<p>Prepare periodic report in the implementation of the strategy to collect this indicator.</p>	<p>August 2013</p>	

Core Indicator of Performance 5P2: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

Status Reported: In the CAR submitted in December 2012, the State Adjusted Level of Performance was established at 17.20% and the Actual Level of Performance resulting a 11.36%. The Indicator of Performance 5P2 was not attained.

Action Steps	Evidence Completed	Projected Date For Completion	Assigned Staff
Action Step 1: Coordinate with the Student Support Office the identification of students belonging to special populations, including students enrolled in non-traditional courses, at risk of drop out.	Students Identified.	August 2013	Technical Education Program Office (Postsecondary Program)
Action Step 2: Develop a comprehensive counseling program to support students enrolled in courses in non-traditional occupations identified on the action step 1.	Participation of students in the comprehensive counseling program.	October 2013	

As part of the State Improvement Plan, each CTE school will train teachers in the two selected strategies: contextual learning and curriculum integration which were the selected strategies being used by each school to raise academic achievement test scores.

TABLE 5

**Comparison Between Actual Results and Negotiated FAULP
by Core Indicators and Number of Eligible Recipients that Failed
2011-2012
Secondary Level**

INDICATOR	STATE ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	NUMBER OF ELIGIBLE RECIPIENTS THAT FAILED
1S1	47.00 %	55.67 %	26
1S2	44.00 %	6.59 %	119
2S1	90.00 %	81.89 %	26
3S1	83.00 %	100.00 %	0
4S1	93.00 %	93.72 %	8
5S1	50.00 %	43.13 %	78
6S1	12.00 %	17.80 %	30
6S2	13.00 %	17.31 %	35

This Table 5 presents the number of eligible recipients that failed to attain one or more indicators for the previous Program Year (PY). These have to implement activities detailed in the Local Plan which are directed to improve the performance of such indicators.