

Consolidated Annual Report, Program Year 2013 - 2014

Puerto Rico

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

During the reporting year, PRDE used Perkins funds to develop assessments of technical skills. To assess technical skills, PRDE uses teacher-based assessments that are aligned with industry standards and industry-based assessment that are based on employer evaluations. These assessments have provided the CTE program with information on how the CTE students are being prepared, and the extent to which students have mastered the necessary academic and career technical skills. A comprehensive and cumulative assessment of technical skill attainment includes: occupational projects, activities that demonstrate competency, critical thinking and problem solving, and other evaluative activities by instructors.

In the current reporting year, PRDE used Perkins funds to revise and validate core indicator 2S1 - Technical Skill Attainment. For the period of 2013-2014, the result for this indicator was 94.27% reflecting an increase when compared with the previous year 2012-2013 of 86.17%. As demonstrated, PRDE surpassed the negotiated level of performance for this indicator.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

At the secondary level, data is collected and maintained on the Student Information System (SIS). Schools must use the SIS to report on student's demographics, school organization, course enrollment, academic achievement, and occupational performance. SIS also provides an online student report card which allows parents to access information regarding student's progress, and academic achievement.

PRDE has instituted a policy whereby schools must enter data at certain points throughout the year. PRDE continuously monitors data entry to ensure that data is entered timely and is valid, accurate and reliable. CTE administrative personnel also use the information to determine which courses to offer in the next year.

At the postsecondary level, the required data is collected through various sources including: Registrar, Director and Coordinator of Technical Education and Placements, the Postsecondary Education Data System (IPEDS), and the Fiscal Operations Report and Application to Participate (FISAP). Recognizing the need to establish a more complete data collection and maintenance system, PRDE is currently evaluating Student Information System platforms for the postsecondary level. Implementation of a system is expected in January 2015.

Consolidated Annual Report, Program Year 2013 - 2014

Puerto Rico

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

PRDE operates as a unitary system. As such, PRDE directly supervises all CTE schools on the island. Each school that offers a CTE program has a School Director and a Program Director (at the administrative level) that oversees how CTE courses are progressing at the individual schools.

The assessment of CTE programs at the school level starts when the schools receive reports on their performance levels for the prior year. This report provides a framework for determining the areas that need improvement. An improvement plan is developed to address any indicator that the school was unsuccessful in meeting.

At the administrative office, a series of periodic reports are provided to oversee the progress of individual CTE programs and the program as a whole. It provides CTE administrative personnel with valid and reliable information for decision making throughout the year. The Annual Progress Report includes a description of Puerto Rico's achievements accomplished by means of mandatory and permitted activities stipulated in the Perkins Plan submitted to the Federal Education Department. These activities establish the basic criteria to be used in the design of evaluation standards and the measuring system, to guarantee educational excellence and efficiency in the use of appropriated funds.

Secondary Level

The Target Negotiated for indicator 1S1: Attainment of Academic Skills was 50.00%, and the Actual result obtained from the Student Information System reveals we attained a 57.85%, surpassing the negotiated level.

The Target Negotiated for indicator 1S2: Attainment of Academic Skills for Mathematics was 8.00%, and the Actual result obtained from the Student Information System reveals we attained an 8.13%, surpassing the negotiated level.

The Target Negotiated for indicator 2S1: Technical Skill Attainment was 86.00%, and the Actual result obtained from the Student Information System reveals we attained a 94.27%, surpassing the negotiated level.

The Target Negotiated for indicator 3S1: School Completion was 85.00%, and the Actual result obtained from the Student Information System reveals we attained a 99.51%, surpassing the negotiated level.

The Target Negotiated for indicator 4S1: Student Graduation Rate was 93.00%, and the Actual result obtained from the Student Information System reveals we attained a 95.68%, surpassing the negotiated level.

The Target Negotiated for indicator 5S1: Placement was 45.00%, and the Actual result obtained from the Student Information System reveals we attained a 46.50%, surpassing the negotiated level.

The Target Negotiated for indicator 6S1: Non Traditional Participation was 15.00%, and the Actual result obtained from the Student Information System reveals we attained an 18.13%, surpassing the negotiated level.

The Target Negotiated for indicator 6S2: Non Traditional Completion was 16.00%, and the Actual result obtained from the Student Information System reveals we attained an 18.45%, surpassing the negotiated level.

Postsecondary Level

The Target Negotiated for indicator 1P1: Technical Skill Attainment was 86.00%, and the Actual result obtained from the Student Information System reveals we attained a 92.18%, surpassing the negotiated level.

The Target Negotiated for indicator 2P1: Credentials, Certificate, or Degree was 97.00%, and the Actual result obtained from the Student Information System reveals we attained a 97.00%, surpassing the negotiated level.

The Target Negotiated for indicator 3P1: Student Retention or Transfer was 79.00%, and the Actual result obtained from the Student Information System reveals we attained an 87.43%, surpassing the negotiated level.

The Target Negotiated for indicator 4P1: Student Placement was 84.00%, and the Actual result obtained from the Student Information System reveals we attained a 75.32%; we did not surpass the negotiated level.

The Target Negotiated for indicator 5P1: Non Traditional Participation was 13.75%, and the Actual result obtained from the Student Information System reveals we attained a 13.80%, surpassing the negotiated level.

The Target Negotiated for indicator 5P1: Non Traditional Completion was 12.00%, and the Actual result obtained from the Student Information System reveals we attained a 7.35%; we did not surpass the negotiated level.

The Annual Report will confirm PRDE's achievement of all the Target Negotiated Levels for all the indicators at the secondary and postsecondary level.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

PRDE's Technology Plan provides the infrastructure to support CTE at both the administrative and program level. PRDE's technology system provides for internet connection at all CTE schools. This allows for the submission of CTE student data and strengthens classroom instruction. In addition, the technology plan provides for up-to-date laboratory equipment in the classroom which permits students to learn and practice skills in real-life scenarios. Additionally, PRDE is developing a Student Individual Plan of Study platform designed to provide CTE students with an electronic portfolio that includes student data in the following areas: demographic and academic information, modules of career exploration, and co-curricular and extracurricular activities.

PRDE requires that eligible recipients submit local application plans online through the Comprehensive Occupational Local Plan system. Through the local plan, eligible recipients request equipment and educational material to support students' learning experience. PRDE reviews and approves the plans, including requests for technological items. Once approval is received, recipients may procure the equipment.

The Technical Institute of Puerto Rico has developed an activity plan to expand the use of technology and increase student's access to services and courses information. As part of their technological development plan, online surveys have been implemented and PRDE has been able to support an increasing number of distance education courses. For example, Instrumentation Engineering Technology is now available as a distance education course.

3. During the reporting year, what professional development programs did your state offer, 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? On what topics?

Puerto Rico has a comprehensive professional development program, including training for teachers, counselors, and administrators. Training programs are offered through the academic year and are designed to ensure faculty are up-to-date on industry standards and are effectively integrating academic and technical skill attainment.

At the secondary level, professional development was provided to teachers, school directors, administrators, and career and academic counselors. The trainings covered a wide range of topics including: CTE Program of Study and curriculum standards, Academic and Occupational Curriculum Integration, OSHA, Orientation regarding CTE Programs and services, and others. Additionally, CTE teachers participated in conferences sponsored by professional associations, such as: Association of Business Education Professors, Future Business Leaders of America State Advisor Meeting, Puerto Rican Family and Consumer Association, Health Occupation State Advisor, and Skills USA.

At the postsecondary level, professional development was offered to faculty and staff and covered a wide range of topics including: Graphic Arts, Environmental Quality Workshop for Emerging Technology, Process Automation and Control Methodologies, Microsoft Digital Literacy, Solid Work Programmed Workshop and participate on the Congress of Technology. The following trainings were offered, among others, on Electronic Boards, Crisis Intervention, Planning an Organizational Unit, Myth or Reality Workplace Bulling, Positive Responses to Difficult Situations Ethical Approach, Highly Qualified Teacher Certification, Professor of General Education, professional associations such as is sponsored: PRACRAO (registrars and Admissions), Association of Human Resource Management (SHRIM) Business Education Teachers Association, HOSA, National Business Education, International Society of Business Education. Workshops offered in the area of financial included: Verification worksheet, Satisfactory Academic Progress Gainful Employment Declaration of Independent Student and Dependent, COD Support and Webinar: Pell Grant disbursements.

4. During the reporting year, how did your state provide 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?

PRDE has fostered student participation in CTE nontraditional courses taking into consideration student's skills and interest. PRDE is committed to offering non-traditional courses to eliminate gender discrimination in the CTE programs. During this reporting year, orientation activities and dissemination of information on non-traditional occupational courses were offered on an on-going basis through open houses, visit to industry sites, and job fairs. As a result of these efforts, PRDE has surpassed the level or performance of the core indicators 6S1 (Non-traditional Participation) and 6S2 (Non-traditional Completion).

The Technical Institute has prepared two new Associate Degrees for emerging professions to be presented to the Board of Education of Puerto Rico (CEPR) in 2015. These are: Associate Degree in Nanotechnology and Biotechnology. In addition; the government of Puerto Rico has established a policy to develop the ecosystem of aeronautics and aerospace, in which the DE is an integral part with a Memorandum of Understanding between University of Puerto Rico (UPR) and Puerto Rico Department of Education (PRAMI) and Puerto Rico Industrial Development Company (PRIDCO). This MOU will create THE AGUADILLA AERONAUTICAL INSTITUTE [EDA1] (AAI), and will formalize the collaboration between University of Puerto Rico, University of Puerto Rico at Aguadilla (UPRAG) as part of the UPR System, Puerto Rico Industrial Development Company (PRIDCO) and the Puerto Rico Aviation Maintenance Institute of Puerto Rico Department of Education in order to provide a governance, business operation and educational structure to the initiative as a Government/Academia/Consortium for a Management Repair Overhaul Organization (MRO) in Puerto Rico. The AAI will be a postsecondary institute providing the opportunities for the study in the fields of aircraft maintenance, aeronautics and aerospace.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

PRDE provides a system of supports to members of special populations that lead to high skill, high wage and high demand occupations. At the secondary level, these supports include, but are not limited to: orientation and counseling, psychological Services, tutoring, and Work Study Program. Additionally, PRDE maintains several special projects dedicated to supporting the development of special populations. These projects help special population students complete their programs and achieve success: Assistance for Pregnant Teens, Bilingual Citizen Project, Special Education, and Work Study Program. Through on-site reviews, program monitoring, and technical assistance, the PRDE ensures all CTE students are prepared academically and technically for employment, and later postsecondary education.

All postsecondary level, institutions offer professional counselors and social workers who are able to address the needs of students in special populations and high-risk students. The postsecondary institutions also have Coordinators of Technical Education and Placement (CETCO) to counsel graduation candidates on successful job attainment skills (for example, resume writing and interview techniques). CETCOs prepare students for high demand jobs. Additionally, the office of student services, specifically the economic assistance office, provides students with support and technical counseling on how to apply for scholarships and other student aid that is available.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

During the reporting year, PRDE has continued to provide technical assistance to secondary and postsecondary institutions in an effort to evaluate their selected strategy to improve, and address the performance indicators. Technical assistance was provided to CTE schools on completing Local Plan Applications. Specifically, PRDE provided assistance to ensure that Plans demonstrated how Perkins funds would directly improve the levels of performance on the program indicators. Each School Director was required to participate in a workshop to revise and submit their Local Plan Application. Any school that failed to meet a target level of performance on an indicator was also required to submit an improvement plan. PRDE then reviewed, evaluated and approved each CTE School application/Local Plan Applications. Technical assistance, workshops, and trainings have been provided to CTE administrators and representatives from all the island's regions on program evaluation, budgeting, and local plan submission.

Consistent with the Biennial Compliance Report, monitoring visits were carried-out at seven (7) CTE schools to assess Civil Right Law implementation. Technical assistance was provided to the school directors regarding the implementation of nondiscrimination policies. As result of the visit, a voluntary compliance plan was developed.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

184000

Number of students participating in Perkins CTE programs in state correctional institutions:

2115

Describe the CTE services and activities carried out in state correctional institutions.

The Puerto Rico Department of Education in collaboration with the Department of Correction and Rehabilitation provide educational services for the penal population who demonstrate interest in vocational and technical courses. 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 reenter the community. A total of 2,115 were enrolled in 37 occupational courses comprising of twenty one (21) adult and sixteen (16) juvenile institutions. Educational material and equipment was purchased to enhance and strengthen course instruction. As part of the CTE program, inmates have the opportunity to participate in community fairs to showcase their work product. A total of five hundred fifty (550) inmates were granted certificates indicating course completion.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

184000

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

73

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

PRDE has ensured equal access to activities serving individuals with disabilities, by providing such students with the necessary support services to enable them obtain the skills necessary to complete their occupational courses.

Specifically, professional development has been provided to teachers, counselors, and administrators regarding serving students with disabilities. Programs modify their curriculum as needed to ensure equal participation in courses and other CTE activities. PRDE also routinely evaluates and monitors to ensure programs offer equal access and participation.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

No

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

During the current reporting year, PRDE used Perkins funds to support family and consumer sciences programs. PRDE's family and consumer science programs focus on experiences that create awareness of the importance of student's personal development and family values. Students are required to perform 40 hours of community service in order to graduate. To satisfy this requirement, CTE students are encouraged to engage in projects directly related to their field of study. Completion of a responsible parenting course is also a requirement for graduation. Additionally, the program provides for a student organization called Family, Careers, and Community Leaders of America (FCCLA). FCCLA fosters values and skills that enable participants enter the workforce with a competitive edge. These activities are regarded as an integral part of the curriculum program.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

Consolidated Annual Report, Program Year 2013 - 2014

Puerto Rico

Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide 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 has revised the previous circular letter, and established the present Circular Letter #12 2014-2015 which provides the policy and rules for the development of the CTE program and services. The Letter establishes that CTE students are required to take the same academic courses as required for all students for high school graduation. The letter requires coherent and non-duplicated sequence of courses for each occupational concentration. The integration of academic and industry standards into all occupational curricula is required. CTE programs are continually being revised to ensure rigorous academic content and the inclusion of the most up-to-date knowledge and technical skills.

Pursuant to the 2013-2014 improvement plan, last year vocational school directors received training on integrating academic skills (with an emphasis in mathematics) with vocational coursework. Technical assistance was provided to help directors develop their Local Plan Application with strategies aimed at increasing the math scores for CTE students. Staff from the Occupational Technical Education Office and Math Director reviewed the plans and provided technical assistance as needed, ensuring that strategies were aligned with those used by the Mathematics Department.

At the postsecondary level, PRDE established a curriculum review process with the purpose of strengthening academic and technical integration. PRDE also offered workshops with the same focus. Some of the workshop topics included: vision of university culture to new challenges and changes in higher education, legislation, and issues related to institutional strengthening and growth, strategies and methodologies for developing the skills of graduates; a general vision, objectives capacitated vs final objectives, evaluation and assessment, and career clusters.

2. During the reporting year, how did your state support 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.

PRDE has established partnerships with state institutions of higher education for dual credit and dual enrollment programs. These programs permit students to earn credit at both the secondary and postsecondary level and provide CTE students with a seamless transition to postsecondary studies. The state institutions of high education with which PRDE has such partnerships includes: University of Puerto Rico, Interamerican University, Sagrado Corazon University, and Ana G. Mendez University System.

PRDE has also entered partnerships with employers and labor organizations that have enabled students to take advantage of internships that provide work-based learning experiences. These same stakeholders aid in curriculum updates and professional development for instructors to stay up-to-date on current trends in their field. Such partnerships exist with the following employers and labor organizations, among others: Puerto Rico Chamber of Commerce, Puerto Rico Association of Products, United Retailer Association, and the Association of Hospitals.

Additionally, the Puerto Rico Technology Institute has entered partnerships with certain institutes of higher education which provide students with a pathway to earn a bachelor's degree. Partnerships exist with: UMET, UPR Arecibo, UPR Mayagüez, Ponce American University campuses and Guayama, Polytechnic University, John Dewey University, Catholic University of Puerto Rico, continue with the partnership between NASA, UPR Mayagüez and Tool and Die Maker School. Scholarships for Women were provided for coursework in non-traditional fields through a partnership between Abbott Company and ITEC Manati.

Finally, Coordinators of Technical Education and Placements held meetings with the Institutional Advisory Committee, which includes both industry representatives and postsecondary representatives. As a result of these meetings, agreements were established to develop and revise curriculum.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

Perkins funds were also used to support counseling provided to CTE students through individual and group sessions. Counseling is aimed at ensuring students meet the requirements of their programs and are able to transition successfully from secondary to postsecondary. Guidance and academic counseling services were offered to a total of 43,515 CTE students (including some repeat sessions).

Academic and guidance counselors participate in professional development on CTE courses and programs of study, gender equality in CTE programs, career opportunities, and CTE trends. At the postsecondary level, Perkins funds are used to support the Student Support Offices, which includes Professional Counselors, Social Workers and Coordinators of Technical Education and Placement. All of these professionals help prepare students to acquire skills necessary to be successful in their academic program and employment. Counselors and Social Workers Retention Plan serves and identifies high-risk students, and special populations. The Plan includes strategies for student retention. An average of 350 CTE students per institution were served by postsecondary counselors.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

Puerto Rico has built on the success of articulation agreements instituted in previous years. PRDE has continued to provide technical assistance to develop and effectively implement local articulation agreements. As a result of these articulation agreements, CTE students are able to participate in dual credit options in order to allow high school students earn postsecondary academic and CTE credit while they are still in high school. PRDE has established alliances through cooperative agreements with the Technological Institute of Puerto Rico, and other public and private postsecondary level institutions offering students the opportunity to complete college degrees by means of a sequential curriculum without duplicity of courses. Additionally, the Technological Institute of Puerto Rico has established agreements with the business administration program at the secondary level.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

During the reporting year, Perkins funds were used to support career and technical student organizations (CTSO), there were six (6) CTOS with a total enrollment of 23,683 students.

CTE Student Organization 2013-2014	Enrollment
Future Farmers of America (FFA)	2,570

Future Business Leaders of America (FBLA)	7,526
Family, Careers, Community Leaders of America (FCCLA)	2,249
Marketing Student Association (DECA)	3,803
Health Occupations Students Associations (HOSA)	1,198
Skills USA (VICA)	6,337
Total	23,683

The CTSOs are aligned with CTE curriculum and facilitate development of leadership skills and a positive attitude towards the work environment. All student organizations have regional boards within each educational region, and local school chapters. Each Board submits an Annual Activity Plan, which is approved by the PRDE Undersecretary for Academic Affairs, and implemented island wide through the local chapters.

As part of the Annual Activity Plan, each organization carries out competitive events at the regional, state, and national levels in the selected occupational areas. In these activities, the students are able to demonstrate their knowledge and skill in their occupational areas, and receive recognition for their academic achievements. Teacher advisors and coordinators of local chapters and regional boards serve as mentors and oversee the effective implementation of the Annual Activity Plan. Reports from these organizations reflect a high attendance of students. As such, student organizations have proven to be an effective retention strategy, as well as an activity to support future graduates of CTE programs.

Student organizations at the postsecondary institutions include: Future Professional Accountants (FUPA), OPAA Office System Administrative Organization, Club Leaders and Marketing Company (CLEM), Association of Sales and Marketing Executives of Puerto Rico Chapter Degree, Student Club in Electronic Process Facts (CEPED), Phi Delta Lambda Chapter 17119 further strengthen job skills.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

PRDE uses Perkins funds to support internship programs at both the secondary and postsecondary level. The internship programs offer experience in and aid in an understanding of all aspects of the industry for which students are preparing to enter. Additionally, PRDE strives to create a sequence of courses that provide for a full understanding of the industry for which the students are preparing to enter. As part of the sequence, CTE programs provide students with a variety of work based learning opportunities so they can engage in real world experiences.

Additionally, representatives for different employers and industry groups participate as member of the CTE Advisory Council and help as judges in state and national skill competitions. Integrating these representatives into the provision of CTE services and as resources strengthens the CTE curriculum and the understanding of students.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

PRDE has formed partnerships with business and industry to provide for internship opportunities for students and professional development opportunities for instructors. Such partnerships have provided real world experience for students and helped to keep faculty up-to-date on current and emerging trends in their fields.

The partnerships have also helped to revise curriculum and bring course requirements up-to-date to ensure that students are competitive when applying for high skill, high wage, high demand occupations. PRDE has partnerships with, but not limited to, the following: Puerto Rico Chamber of Commerce, Puerto Rico Association of Products, United Retailer Association, and the Association of Hospitals.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

No

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

The CTE curriculum model includes entrepreneurship education to develop the knowledge, skills and the right attitudes for self-employment, and the steps in establishing a successful business in students' chosen occupation upon graduation. Some of the different activities developed to promote entrepreneurship include, workshops, conferences, seminars, community work opportunities, and meetings sponsored by partnerships with institutions of higher education.

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Yes

In order to help recruit and retain teachers, the CTE program has established an action plan to provide teachers with additional support. This supports includes professional development aimed at improving CTE teachers' knowledge of teaching techniques and strategies. Additionally, CTE teachers are provided with the opportunity to practice in the industry sector to enhance their knowledge and skills, and maintain up-date with industry trends.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

No

Consolidated Annual Report, Program Year 2013 - 2014

Puerto Rico

Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	9	9	100
Postsecondary Students	9	9	100

Consolidated Annual Report, Program Year 2013 - 2014 Puerto Rico

Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
4P1	No quantifiable disparities or gaps have been identified.	Coordinate with student before leaving ITPR to inform the Counseling Office this information.	Counseling Office	
4P1	No quantifiable disparities or gaps have been identified.	In order to meet next year's state adjusted level of performance the following action steps will be implemented: The academic curriculum will be revised to ensure alignment with industry-recognized standards and increase the number of students placed in apprenticeship programs, employment, or military.	Coordinator of Technical Education Program	05-30-15

Local Program Improvement Plans

PRDE has a single post-secondary recipient that failed indicator 4P1.

Core Indicator

Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students

Action step to be implemented

Staff member responsible for each action step

Timeline for completing each action step

4P1

No quantifiable disparities or gaps have been identified.

In order to meet next year's state adjusted level of performance the following action steps will be implemented:

The academic curriculum will be revised to ensure alignment with industry-recognized standards and increase the number of students placed in apprenticeship programs, employment, or military.

Coordinator of Technical Education Program

05/30/2015

A retention plan was developed that focuses on the major sources of student departure, which include: academic difficulties, the inability of students to meet their educational and occupational goals, and the reasons students fail to become or remain incorporated into the intellectual and social life of the institution. To prevent student departure PRDE will implement the following activities for the corresponding categories:

Academic Difficulties

The counseling office and faculty and staff will identify high risk students, which includes students in nontraditional occupations. The strengths and weakness of the students will be considered and students will receive information regarding their academic progress and tutoring programs from which they may benefit.

Helping Students Achieve their educational and occupational goals

To help students achieve their educational and occupational goals, students will receive workshops on the following topics: general background information about the institute, how to succeed in the institute, effective time management skills, stress management skills, successful note-taking skills, and an overview of library resources.

Incorporation into the intellectual and social life of the Institution

Students will be incorporated into the intellectual and social life of the institution by receiving information and orientations on the topic of institutional policies and procedures. The following topics will be discussed during these orientations: the student handbook, sexual harassment policy, drug abuse, weapons violations, alcohol and tobacco use, security measures, FERPA, and The Americans with Disabilities Act.

The following offices and individuals will also be available to assist students: Office of the Registrar, Financial Aid Office, Placement Coordinator, School social worker, program coordinator, and sports coordinator.

Students will also be encouraged to join student groups, and attend social, cultural, and sporting events.

The counseling office

The implementation of the retention plan will occur from

08/01/2014 -05/30/2015.

Academic Difficulties: The counseling office and faculty and staff will provide academic supports to students on a weekly basis.

Helping Students Achieve their Educational and Occupational Goals: Workshops focused on helping students achieve their educational and occupational goals will be held in August and September.

Incorporation into the Intellectual and Social Life of the Institution:

Orientations regarding policies and procedures will be held at the beginning of the academic year.

The Coordinator of Technical Education and Placement will use social media sites to retrieve up-to-date student placement information. The coordinator will seek the following pertinent information: Is the student employed? Is the student currently enrolled in another educational program? Has the student joined the military? Is the student unavailable to work or continue studying due illness or other personal reasons?

Coordinator of Technical Education and Placement

The Coordinator of Technical Education and Placement will compile this information on a weekly basis.

In order to track the number of CTE students who leave the institutes and the number of students from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields, PRDE is in the process of implementing a new information system that will store and track data electronically.

Coordinator of Technical Education Program

Implementation of this information system will begin August 1, 2015.

In order to increase the number of students employed, placed in apprenticeships, or that enlist in the military, the Coordinator of Technical Education Program will do the following: identify industry needs, identify areas where students may require additional trainings, and develop an action plan for the placement of students.

Lastly, the coordinator will also organize workshops that will teach students how to find a job, how to develop better interviewing skills, how to draft a resume, and how to keep a job.

Coordinator of Technical Education Program

The Coordinator of Technical Education Program will perform these tasks four times a year.

The Coordinator of Technical Education and Placement will maintain working relationships with employers, routinely follow-up with graduates, and maintain up-to-date job market information.

Coordinator of Technical Education Program

The Coordinator of Technical Education Program will perform these tasks several times each semester.