

Consolidated Annual Report, Program Year 2017 - 2018

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

The Puerto Rico Department of Education (PRDE) continues to use and develop an assessment system for both secondary and postsecondary education evaluation known as the Student Individual Plan of Study (PIE, for its initials in Spanish). Students at the postsecondary level are evaluated by their employers with an occupational skills assessment developed by the PRDE. As part of the requirements of the program, employers evaluate students within their program of study and relay this data to the PRDE's central staff for analysis.

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

As indicated in question A1, Perkins funds are utilized to use and develop the Student Individual Plan of Study (PIE). The PRDE has its system of school and student data collection known as Student Information System (SIS). The information on this platform is self-reporting and schools are required to report student demographics, school organization, course enrollment, academic achievements and job performance. As part of SIS, student information such as their progress and academic performance can be tracked and accessed by parents and students alike.

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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?

The PRDE works as a unitary system. As part of the organizational structure of the PRDE, all CTE schools have a School Director and all CTE have a Program Director. Both of these directors oversee and evaluate CTE courses, their implementation and relevance to the area and market needs.

Annually, schools fill out and submit their School Excellence Design Plan (DEE-CTE, for its initials in Spanish). Within this plan they must include various secondary and postsecondary indicators, depending on the school. The content of this plan includes: secondary and postsecondary indicators, CTE student enrollment, annual performance report of carried out activities, equipment inventory, personnel roster. When all of this data comes in, the PRDE's central office then takes gathers all this information, organizes it, analyzes it and proceeds to determine which occupational courses are up to industry standards and market needs and which are not.

At the postsecondary level, assessment of career and technical programs is based on three critical items: licenses, accreditation processes and the Constitution and Rules of the Postsecondary Institutional Curricular Committee (ICC). The ICC's objective is to develop the PRDE's post-secondary institute's curriculums. It's also responsible for establishing the processes for creating, reviewing, restructuring and closing postsecondary academic offerings.

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

As part of the DEE-CTE requirements, both secondary schools and postsecondary institutions include their equipment inventory and resources acquired during the past year. It is through the DEE that schools assess their equipment and educational material needs and request them in order to comply with their course offerings and help the students' learning process. The procurement process can only be commenced once the DEE-CTE's are read, evaluated and approved by the PRDE's central system.

Postsecondary institutions have an electronic data information system that the PRDE has developed that collects all data, including CTE participants and concentrators enrollment which is able to provide student enrollment, program of study and calculates postsecondary indicators.

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?

The third goal of the PRDE's Secretary is the professional development of its personnel. For this it employs a continuous professional development program that trains teachers, counselors, and administrators. There are days in the school calendar specifically for professional development in order to ensure these are a priority in the system and that faculty are up to date on industry standards as well as effectively integrating academic and technical skills attainment.

The Federal Affairs Office developed a Request for Proposal (RFP) in coordination with CTE Puerto Rico to attend professional development which is currently in the evaluation process of the proposals. However, during April 9-11 of 2018, the CTE office celebrated the State CTE Convention where professional development workshops.

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?

The PRDE carries out several activities throughout the year in order to ensure student exposure to non-traditional fields. Some of these activities are media participation (television, radio and magazines) of PRDE officials or stories to promote CTE programs, job fairs, social media, open houses, CTE State Convention, and internal activities which are covered by press. These efforts continuously foster student participation and eliminate gender discrimination in CTE programs.

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?

The PRDE works to maintain several projects dedicated to supporting the development and support of special populations. It provides a system of support to members of special populations all starting at the school and community level all the way up to the PRDE's Central Office. Some of these are: orientation, work based learning, internship and work study programs. Near of 2,564 MOU were signed with the public and private sector to locate students to develop their skills in employment in the selected career and obtain their first work experience. Finally, the State CTE Convention celebrated at the days of April 9-11 of 2018, workshops, career development events, career show and other activities were offered to support special populations.

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

The PRDE has continuously offered technical assistance throughout the year to both secondary and post-secondary institutions through meetings, workshops, the CTE Leadership Congress, and State CTE Convention including all the levels of the PRDE. Additionally, when schools develop their DEE-CTE, there is ongoing technical support and assistance that ensure the comprehension of Perkins application and how to properly include required and permissive activities that directly improve the schools' CTE programs and offerings.

Some of the topics of technical assistance include but aren't limited to: program evaluation, budgeting, local plan submission.

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:

1444

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

The PRDE works in collaboration with the Department of Correction and Rehabilitation to allow for the penal population to have Access to educational services in career and technical education. Throughout the CTE offerings, the penal population interested in these courses, the PRDE helps with building a more prepared and dedicated workforce that allows for these individuals to transition into the community and become active members of it. Participants are offered the opportunity to showcase their work and they are granted course completion certifications. One important action was the total transfer of the supervision and recruitment of the DCRTeachers to the PRDE.

Part II: State Institutions Serving Individuals with Disabilities

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

18

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

30000

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

The PRDE is committed to providing individuals with disabilities the necessary skills and opportunities that allow them to complete their occupational courses and support them in their CTE aspirations. Where and whenever it calls for it, curriculums may be modified, professional development offered and programs are evaluated and monitored as to offer equal participation, access and quality faculty and administrations.

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

The PRDE has a family and consumer program that focuses on the student's personal development and family values. To comply with the course requirements students must perform forty hours of community service, engage in projects related to their fields of study, completion of a responsible parenting course, and they can choose to belong to the Family, Careers and Community Leaders of America (FCCLA), an organizations that enables participants to enter the workforce with a competitive edge by fostering values and skills for such endeavor. All of these activities are essential to the program as demonstrated in the State CTE Convention where approximately 5,000 CTE students were present form this 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?

Yes

As part of innovative initiatives, the PRDE is promoting STEM in its schools. This year, it was solicited by means of competition to equip and promote STEM laboratories. Also, those laboratories were necessities to implement the strategy about Problem based Learning (PBL) and Soft Skills.

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

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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?

For the PRDE the first goal is improve student's academic performance. For this, the integration of academic and career and technical education in the curriculum is required. All CTE courses are continually revised with the academic component and industry standards to guarantee rigorous academic content and updated technical skills and industry standards. It is the PRDE's policy that at the secondary level, CTE students have the same academic course requirements as all other non-CTE students. It also establishes a coherent and non-duplicated sequence of courses for each occupational concentration. One important strategy establish in CTE is using the PBL and STEM to achieve academic performance.

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.

The PRDE has worked hard to maintain and progress its partnerships with different state institutions of higher education. These partnerships help the PRDE with its dual credit and dual enrollment programs that allow students the opportunity for an experience of transitioning between secondary and postsecondary studies. As part of its dual enrollment program, a total of 17 students were impacted. The PRDE has also established internships and WBL programs with private employers and labor organizations. The WBL program this year has impacted a total of 6,474 students through these employers and local partnerships.

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

Yes

As part of one of the PRDE's second goals, supporting the student as a whole (not just academically), it is vital to improve career guidance and academic counseling programs through supporting student support offices, professional counselors, social workers, coordinators of technical education and placement. For this, the services of Kynesis were contracted to help with these programs. They focused on helping students achieve their academic and career goals through training counselors to:

1. Evaluating the student's academic preparations for their future university career and establishing a college access culture.
2. Guide students with postsecondary opportunities
3. Provide and guide students to fill out college applications
4. Provide and guide students about financial aid processes
5. Provide and guide students about scholarships, student's loans and the economic gap for college attendance.

These workshops had the following objectives:

1. Preparing the school counselor in the following areas: academic, career, personal, social and financial for a better understanding and access to help students in their professional self discovery, action plan and reaching their objectives.
2. Promoting school retention, motivation and successful decision making

3. Offering kids equal, just and significant opportunities to obtain a high quality college education.

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

Articulation is a pillar of the CTE office. The PRDE, through a successful articulation MOU with the University of Puerto Rico (8 of its 11 campuses agreed to the MOU), impacted a total of 564 students. However, collaborations were also reached with private universities, which offer, free of charge, the opportunity to validate up to six credits. A total of 1,232 students were impacted through these agreements with private Universities.

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

As allowed after a consultation with the OCTAE office of the Federal Department of Education, funds were provided to pay for the leasing of the facility for the Magna State Convention for Career and Technical Student Organization event that took place at the Puerto Rico Convention Center from the 9th to the 11th of April of 2018. The participation during this event was 15,496 CTSO students.

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

The PRDE supports internship programs in both secondary and postsecondary level. Internships are an important part of the program as they promote student's development of employer-valued skills and increase proficiency in the specific industry they are in. Internships, along with CTE programs allow students to fully immerse themselves in the particular field of work they are exploring and getting true hands on experience. Additionally, this year, the PRDE invested a total of \$242,401.25 in professional development for 185 teachers in 30 days to promote internship for teachers to obtain new knowledge in the career pathways and technical skills.

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?

No

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?

No

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?

No

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

No