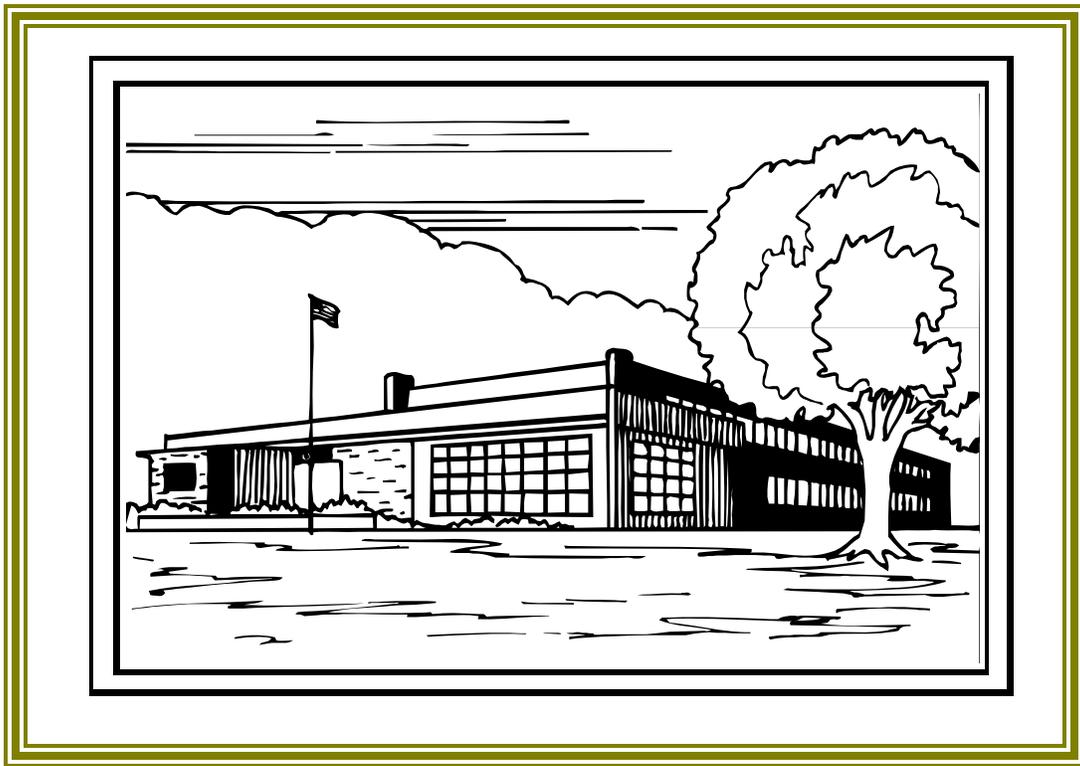


COMMONWEALTH OF PUERTO RICO
DEPARTMENT OF EDUCATION



ASSISTANT SECRETARIAT
VOCATIONAL AND TECHNICAL EDUCATION



ANNUAL PERFORMANCE REPORT 2004 - 2005

COVER SHEET

CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAMS

Carl D. Perkins Vocational and Technical Educational Act of 1998 (Perkins III)

1. RECIPIENT ORGANIZATION

(Name and Complete Address, Including Zip Code)

Dept. of Education
P.O Box 190759
San Juan, PR 00919-0759

2. PR/AWAR NUMBERS:

Basic Grant – V048A040052A
Tech-Prep – V243A0400052

Basic Grant to States: \$19,843,851.00
Tech-Prep Education: \$1,921,202.00

3. RECIPIENT IDENTIFYING NUMBER:

4. PERIOD COVERED BY THIS REPORT (mm/dd/yy): From: July 1, 2004 To: June 30, 2005

5. REMARKS:

6. CERTIFICATION: I hereby certify to the best of my knowledge and belief that this report, including the attached FORMS I-IV and Narrative Performance Report, is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGANTAURE OF AUTHORIZED CERTIFYING OFFICIAL:

DATE REPORTED SUBMITTED:

TYPED OR PRINTED NAME AND TITLE:

Rafael Aragunde Torres, Secretary

December 30, 2005

TELEPHONE:

(787) 758-4132

INTRODUCTION

The Puerto Rico Department of Education submits this document as required and stipulated by the Carl D. Perkins Act, amended on October 31, 1998.

The basic tasks were carried out for the preparation of this document:

1. The Plan was studied carefully to determine the following:
 - The total of activities that were carried out in agreement with those planned to develop each section of the law.
 - The degree of quantitative and qualitative effectiveness of the activities that were carried out.

2. The OMB NO: 1830-0503 was also studied. In agreement with this document, the sections that require the presentation of evidence of the accomplished work were identified, according to the following items for the section of the **EXECUTIVE SUMMARY**:
 - **PART I: PROGRAM ADMINISTRATION** (Sec. 122 (c))
 - a. State Administration
 - b. State Leadership: required and permissible activities and core indicators related activities and outcomes.
 - c. Special Populations
 - **DEFINITIONS**

We trust that the information included in each part of the report complies with all the stipulations established in the guide. The discussion of the most significant findings has been initiated with the school directors and the supervision personnel, in such a way that the necessary corrective action is taken and the weakest areas in the performance of each school are strengthened.

We expect, therefore, to receive feedback from the pertinent authorities in Washington regarding any other immediate action that Puerto Rico needs to implement, after the analysis of the present report.

We are thankful for your time, analysis, and favorable consideration.

Rafael Aragunde Torres
Secretary

EXECUTIVE SUMMARY

The Vocational and Technical Education Assistant Secretariat has the responsibility to prepare students of the vocational and technical area as an answer to their needs and skills, parallel to the labor market requirements in such a way that they may become a competitive working force that responds to demands of a globalize society.

Attuned with the philosophy of the Educational System of Puerto Rico, we intend that the Technical and Vocational Education Programs heighten and reinforce the students personal and social fulfillments, and for so the diversification and creativity of offerings is essential. Said philosophy has the goal of preparing students with a cognitive-humanistic base, with a development of academic, occupational and employability skills that empower them to obtain an employment and progress in it, attending to their emotional and social needs. In doing so, we will be achieving the Educational System positive direction acquiring knowledge and developing necessary skills for a significative contribution to the Technical and Vocational Education in our society, and, therefore, in Puerto Rico.

THE VISION of the Vocational and Technical Education Assistant Secretariat aspires to achieve an effective integration and curricular articulation, so the students may develop the excellent standards that strengthen their abilities, skills and competencies related with:

- Decision making
- Effective transition from school to work
- Employment achievement, retention and progress
- Contribution to a dynamic society with a competitive global economy

THE MISSION of the Vocational and Technical Education Assistant Secretariat is to guarantee that youth and adults participating in high quality vocational and technical programs and services satisfy their continuing educational needs, as well as the variable employment market demands in the present and in the future.

The Vocational and Technical Education Assistant Secretariat, in compliance with the Carl D. Perkins Vocational and Applied Technology Education Act of 1998 requirements, combines efforts with the purpose of achieving the integration of academic and occupational skills so students graduating from its programs may perform productively and efficiently facing the constant changes of a dynamic society like ours. For achieving these postulates, the Secretariat has eight programs indicated below:

- Consumer and Family Education Program
- Agricultural Education Program
- Business Education Program
- Education Program on Health Occupations
- Industrial Vocational Education Program

- Technical Education Program
- Marketing Education Program
- Industrial Arts Education Program

During the school year 2004-2005, we served a global enrollment of 114,597 students through these programs, namely:

- Conducive to certificate – 35,564
- Not conducive to certificate – 79,033

The Annual Progress Report includes a description and report of achievements in Puerto Rico, which were accomplished by means of mandatory and permitted activities stipulated in the Perkins III Four Year Plan, negotiated with the Federal Education Department for the fiscal year 2004-2005. Section 113 of the Carl D. Perkins Vocational and Applied Technology Education Act of 1998 establishes the basic criteria to be used in the design of the evaluation standards and the measuring system, to guarantee educational excellence and efficiency in the use of the appropriated funds. Five (5) measures with specific characteristics have been established in agreement with the law. Following are presented the percentages negotiated with the Federal Department of Education for the year 2004-2005 and the obtained results:

Target Levels of Performance for School Year 2004-2005 (Secondary Level):

Core Sub-indicator		Target Negotiated	Target Obtained
1S1	Academic Attainment	71.00%	91.55
1S2	Technical Attainment	75.50%	86.10
2S1	High School Completion	90.00%	81.52
2S2	Diploma Credential	82.00%	76.33
3S1	Secondary Placement	70.00%	37.22
4S1	Non Traditional Participation	9.00%	9.76
4S2	Non Traditional Completion	10.00%	9.79

Target Levels of Performance for School Year 2004-2005 (Post Secondary Level):

Core Sub-indicator		Target Negotiated	Target Obtained
1P1	Academic Attainment	60.00%	92.08
1P2	Technical Attainment	85.00%	78.62
2P1	Degree credential	89.00%	100.00
3P1	Post Secondary Placement	50.00%	24.11
3P2	Post Secondary Retention	57.00%	95.56
4P1	Non traditional Participation	12.00%	9.33
4P2	Non tradicional Completion	12.00%	12.16

This school year 2004-2005 has been an important transition year for PRDE. The new secretary was confirmed late August 2005, who recently appointed a Acting Assistant Secretary for Vocational and Tecnical Education. In October 2004, PRDE has been engaged in the U.S. Department of Education's Cooperative Audit Resolution and Oversight Initiative (CAROI). PRDE worked closely and cooperatively with USDE to develop action plans to substantially reform PRDE's management of its federal grants. We worked with our OVAE partners to develop a specific plan for the vocational education office. We have devoted significant resources to implementing this plan and are committingto improving our Perkins program. Also, we began conducting fiscal monitoring of schools in November 2005 to ensure the integrity of federal funds. Continue the professional development trainings to teachers to achieve the goals of the No Child Left Behind Act and Perkins Act. We strengthened our budget process to ensure school allocations are appropriation and that all costs are allowable. PRDE will continue these reforms, and the other activities specified in the CAROI action plan and state improvement plan, to ensure continual improvement in our vocational education programs.

PRDE are working to review our performances levels to determine why we failed to meets the target in the following: 2S1, 2S1, 3S1, 4S1, 1P2, 3P1,4P1. We forming a task force to review the results to determine the specific problems and review the CAROI plan and state improvement plan. This review will develop new actions steps to address those problems.

In order to comply with requirements of the Carl D. Perkins Act, established in Section 124 and contemplated in the Four (4) Year Plan and the extension for year 6, during the 2004-2005 school year, the following activities have been performed:

- Developing, improving and expanding the use of technology in vocational and technical education.
- An assessment of the vocational and technical educational program.
- Support for vocational and technical education programs that improve the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such vocational and technical education programs through the integration of academics with vocational and technical education.
- Professional development programs, including providing comprehensive professional development for vocational and technical, academics, guidance, and administrative personnel.
- Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, employers, labor organizations and parents to enable students to achieve State academics standards and vocational and technical skills.
- Serving individuals in State institutions, such as State correccional institutions and institutions that serve individuals with disabilities.
- Providing preparation for nontraditional training and employment.
- Support for programs for special population that lead to high skill, high wage career.

PART I: PROGRAM ADMINISTRATION [Section 122(c)]

a. State Administration

In February 2005, Honorable Anibal Acevedo Vilá, Governor of the Commonwealth of Puerto Rico, signed a new Executive Order, OE 2005-09, to change the composition of the Puerto Rico State Board of Vocational and Technical Education. The State Board is composed of the President of the University of Puerto Rico, Antonio García Padilla, the Secretary of the Agriculture, José O. Fabre Laboy, the Secretary of Health, Rosa Pérez Perdomo, the Secretary of Human Resources, Román Velasco González, the Secretary of Industrial Development, José P. Silva Puras, the President of the Industrial Association, Reinaldo Encarnación, and representatives of the Banking, Commerce, Service sectors; and Chairman of the State Board Rafael Aragunde Torres Secretary of Education.

The Puerto Rico State Board of Vocational and Technical Education serve as the “eligible agency” for Perkins administration in Puerto Rico. In a session held in November 2005, the State Board of Vocational and Technical Education: 1) approval of the state budget for school year 2005-2006, 2) adopted the necessary revisions to the mission and vision of the Vocational and Technical Education.

During year 2004-2005, the following activities were developed for reaching the goals established in the core indicators. The Basic State Grant for this purpose (V048A040052A) was for \$19,843,581.00 and for the Tech-Prep Education (V243A0400052) was \$1,921,202.00. These allotments cover the period reported July 1, 2004 to September 30, 2005.

Organization Chart

See last page

B. SEA/LEA Program Delivery

During the school year 2004-2005, the Vocational and Technical programs performed activities and initiatives to achieve an effective integration and curricular articulation so the students may develop the excellent academic and vocational standards.

- During the 2004-2005 school year, 35,564 students enrolled in high school and postsecondary courses received orientations in different needed areas.
- 7,370 students participating in the commercial education, marketing education, industrial vocational education, consumer and family education, and agriculture education programs, made their occupation practice in the industry. In doing so, students acquire real experiences by means of an industry internship refining skills enriching their knowledge.
- 82 orientations in technology were offered on subjects related with the 8 vocational programs, influencing 2,239 teachers, directors and personnel from different schools.
- During school year 2004-2005, the professional development area authorized payment of credits in different universities for 312 teachers at a cost of \$131,686.00.

Certificates	76	\$23,383.00
Bachelor degrees	83	\$25,402.00
Master degrees	142	\$73,541.00
PHDs	11	\$9,360.00
TOTAL	312	\$131,686.00

- 64 teachers of the programs on marketing education, commercial education, industrial vocational education, consumer and family education, agriculture education, health occupations, industrial arts education and technical education participated in industry internship during the school year 2004-2005 with the intentions of acquiring skills and update their knowledge in their specialized areas at a cost of \$49,800.00.

- In service training to seven (7) teachers to improve vocational skills at a cost of \$975.00.
- 113 trainings were offered on different subjects related to vocational programs influencing 1,224 teachers in order to improve their professional development.
- The programs of the Auxiliary Secretariat of Vocational and Technical Education have Consulting Committees working the process of integrating resources and strategic, in order to design and innovative curriculum according to the needs of the industry and to help students compete in the labor market. Some of the achievements obtained are:
 - Development of industry internships for teachers and students.
 - Development and implementation of curriculums that respond to the needs of identified industries: electronics, pharmaceuticals, plastics, textiles, tourism, transportation and construction. As a recommendation of the Committee, restructure academic courses to make them applicable to the different occupational offerings.

Industry Internships

- A total of 64 teachers benefited from the program of industry internships at a cost of \$49,800.00. These participants have the opportunity of updating and refining their occupational skills and competencies, thus integrating that knowledge to their daily teaching process.

Program	Participants	Cost
Home Economics	8	6,400.00
Health Education	9	6,125.00
Technical Education	6	4,800.00
Agriculture Education	13	10,300.00
Marketing Education	19	15,075.00
Business Education	9	7,100.00
Total	64	\$49,800.00

Alliances Established by Some Programs of the Auxiliary Secretariat of Technical and Vocational Education

- **Marketing Education Program** - *Alliance for Finance and Economy Education*

The following contact institutions are part of established alliances:

- a. Universidad Sagrado Corazón (Sacred Heart University)
- b. Banco de la Reserva Federal (Federal Reserve Bank)
- c. Citibank

- d. Banco Popular de Puerto Rico
- e. Universidad Católica (Catholic University)
- f. Colegio Universitario de Mayagüez University of PR, Mayagüez Campus)

- **Industrial Vocational Education**

- *Consultant Committees*

- a. Industrial Education Council
- b. General Contractors Association of America

- **Programs on Health Occupations**

- *Cooperating Agencies*

The program on Health Occupations Education established 110 cooperative agencies so students can do their internship in the industry. Some of these are:

- Cardiovascular Center
- Dr. Pila Hospital
- Titi Mattei Hospital
- Manati CDT
- San Juan Bautista Hospital
- Dr. Sulsoni Hospital
- Matilde Brenes Hospital
- Belmonte Pharmacy
- Episcopal Cristo Redentor Hospital
- Hermanos Melendez Hospital
- Wilma Vazquez Medical Center

Agricultural Education Program

The Agricultural Education Program, administered by the Secretariat of Technical and Vocational Education, has established various alliances, among which are:

- Alliance between the Department of Education and the Natural and Environmental Resources Department with the purpose of promoting the Recycling Program in the schools through the preparation of organic fertilizers or compost.
- Alliance between the Department of Education and the Rural Development Corporation with the purpose of creating or improving facilities in the schools that offer courses of the Agricultural Education Program and improve the services offered by these schools.
- Alliance “Young Agro entrepreneurs” between the Agricultural Education Program and the Agriculture Department to motivate and offer help to young students that wish to initiate activities as agricultural entrepreneurs.

Tech Prep

- The Tech Prep Strategy, by means of a University Articulation, established agreement alliances between: Department of Education and the University of Puerto Rico, Carolina, Arecibo, Cayey, Ponce and Aguadilla. This articulation allows talented vocational students to finish their junior year of high school while taking subjects related to the occupational course they are taking in coordination with a university institution.
- Puerto Rico promotes student participation in Technical and Vocational Education Programs, taking into consideration the students skills and interests. Puerto Rico is committed to offer non-traditional occupational courses with the purpose of eliminating gender discrimination in the Technical and Vocational Education Programs. During the year of 2004-2005, in order to promote gender equity in vocational schools, the Auxiliary Secretariat of Vocational and Technical Education allocated the amount of \$150,000.00 for the purchase of educational materials to vocational courses offered in schools. These amount was allotted because the enrollment of the offerings complied with the 9.00% established by the Progress Indicators for non-traditional courses to the gender, as established by the Carl D. Perkins Act.
- The Vocational and Technical Education Secretariat attended 1,417 offenders in 39 vocational courses in 15 Correctional Institutions at a cost of \$198,435.00. In addition 27 vocational courses were offered to 817 offenders in 9 youth institutions. These were offered to the clientele of the different institutions, in order to improve their quality of life and to help them to integrate to the free community. Funds were allotted to acquire materials, equipment, and to cover professional expenses.

CORRECTIONAL ADMINISTRATION

39 occupational courses in 15 Correctional Institutions were offered to 1,417 inmates . Following are the institutions:

- Sabana Hoyos Correctional Camp – Arecibo
- Sabana Hoyos Correccional Detection Center – Arecibo
- Regional Detection Center – Bayamón
- Guavate Camp – Cayey
- Limón Camp – Mayagüez
- Ponce 500 Correctional Institution – Ponce
- Ponce 1000 Correctional Institution – Ponce
- Zarzal Camp – Rio Grande
- Industrial School for Women – Vega Alta

- La Pica Camp – Jayuya
- Metropolitan 308 Regional Institution - Bayamón
- Correccional Institution 501 – Bayamón
- Annex of the State Penitentiary – Rio Piedras
- Guerrero Correccional Institution – Aguadilla
- Guayama Regional Detection Center – Guayama

14 offerings of interest for the inmates were identified :

- Cabinetmaking
- Automotive Technology
- Barbering
- Comercial Floral Arrangement
- Collision Repair
- Horticulture
- Tailoring
- Graphics Arts
- Cosmetology
- Crafts
- Industrial Sewing
- Information Processing
- Comercial Baking
- Floral Arrangement

○ *Juvenile Institutions Administration*

817 offenders belonging to 9 Youth Institutions participated in 27 occupational and non-occupational courses. The participant institutions were:

- Gualí Group Home – Guyanabo
- Social Treatment Center (Girls) – Ponce
- Social Treatment Center (Boys) – Ponce
- Santana Camp – Sabana Grande
- Social Treatment Center – Humacao
- Social Treatment Center – Salinas
- Social Treatment Center – Villalba
- Social Treatment Center – Guayama
- Independant Life Center

72 certificates were granted to young persons that completed the trainings. The certificates were divided as follows:

- Information Processing 33
- Crafts Projects 25
- Horticulture 14

- The Office of Curriculum Development of the Auxiliary Secretariat of Vocational and Technical Education worked with the following curricular documents.

Commercial Education Program

- Elementary and Intermediate Accounting
- Advanced Accounting
- Administrative of Documents

Marketing Education Program

- Entertainment and Sports Marketing
- Real Estate
- Professional Sales

Consumer and Family Education Program

- Young Life – Intermediative Level

Industrial Arts Programs

- Principles of Ceramic Arts and Crafts
- Principles of Seed Arts and Crafts

Technology Preparation

- Chemistry Integrated to the Culinary Arts and Workshop
- My Portfolio

Helping Students Accomplish the Indicators.

During the 2004-2005 school year a monitory process was performed at the 16 schools. In addition, 38 of the school that reflected a performance below the indicators the indicators during the 2003-2004 schools year were also monitored for follow up visit.

First School Cycle Monitories (2001-02)

Antonio Luchetti – Arecibo
Abelardo Martínez – Arecibo
Francisco Mendoza - Isabela
Tomás C. Ongay – Bayamón
Troquelería y Herramientaje – Bayamón
Instituto Tecnológico – Guayama
Pablo Colón Berdecía – Barranquitas
Vocacional de Área Santiago Rivera – Yauco

Second School Cycle Monitories (2001-02)

José Montañez Genaro – Manatí
Luis Muñoz Rivera – Utuado

Benjamin Harrison – Cayey
Superior Vocacional – Cidra
Ramón Ávila – Guayama
República de Costa Rica – Caguas
Manuel Mediavilla Negrón – Humacao
Teodoro Aguilar Mora – Yabucoa
Salvador Fuentes – Aguadilla
Pedro Perea Fajardo – Mayaguez
Emilio R. Delgado – Corozal
Bernardino Cordero - Ponce
Rafael Cordero – San Juan I
Ramón Power y Giralt – San Juan I
Petra Zenón de Fabery – Trujillo Alto
Trina Padilla de Sanz – San Juan II
Carlos F. Daniels – Carolina I
Metropolitana Miguel Such – San Juan III
Instituto Tecnológico de Manatí
Instituto Tecnológico de Ponce
Instituto Tecnológico de San Juan

Third School Cycle Monitories (2002-2003)

Vocacional Agrícola Soller – Camuy
Vocacional Agrícola Bucarabones – Toa Alta
Manuel Méndez Liciaga – San Sebastián
Vocacional Agrícola José B. Barceló – Adjuntas
Superior Vocacional Francisco Urgell – Fajardo

Fourth School Cycle Monitories (2003-2004)

Juan Ponce de León – Florida
Lorenzo Coballes – Hatillo
Cacique Agueybaná – Bayamón I
Francisco Gaztambide – Bayamón I
Pedro P. Casablanca – Bayamón I
Francisco Oller – Cataño
José S. Alegria – Dorado
Margarita Janer – Guaynabo
Pedro Albizu Campos – Toa Baja
José N. Gándara – Aibonito
José Gautier Benitez – Caguas II
Juana Colón – Comerio
José Collazo Colón – Juncos
Santiago Iglesias – Ceiba
Carlos Escobar López – Loíza
Pedro Falú Orellano – Rio Grande

Casiano Cepeda – Rio Grande
Germán Rieckehoff – Viequez
Ramón Power – Las Piedras
Alfonso Casta Martínez – Maunabo
Luis Muñoz Rivera – Añasco
Eva y Patria Custodio – Las Marías
Eugenio María de Hostos – Mayagüez
Juan A. Corretjer – Ciales
Lino Padrón Rivera – Vega Baja
Josefina León – Jayuya
Luis Lloréns – Juana Díaz
José Vélez Bauzá – Peñuelas
Ponce High – Ponce II
Dr. Pila – Ponce II
Asunción Rodríguez – Guayanilla
Leonides Morales – Lajas
José M. Lázaro - Carolina II
Albert Einstein – San Juan I
Gabriela Mistral – San Juan II
Amalia Marín - San Juan II
Ramón Vila Mayo – San Juan III

Fifth School Cycle Monitories (2004-2005)

Luis Muñoz Rivera – Utuado
Papa Juan XXIII – Bayamón
Luis Palés Matos- Bayamón
Francisco Morales- Naranjito
María Teresa Piñero-Toa Baja
Josefa Pastrana- Aguas Buenas
Antonio Domínguez – Caguas
Centro Gabriel Bibiloni – Cayey
Carmen B. Huyke – Arroyo
Conchita Cuevas- Gurabo
Salvador Fuentes- Aguadilla
Ramón José Dávila- Coamo
Bethzaida Velázquez- Ponce
Blanca Malaret – Sabana Grande
Laura Mercado – San Germán
José Celso Barbosa – San Juan

Provide vocational and technical education students the academic, vocational, and technical skills geared to high technology and telecommunications.

23,179 students of the Technical and Vocational Education Programs were trained in the effective use of state-of-the art technology:

- Electronic Office
- Microsoft Certification
- Banking Services
- OSHA – Occupation Safety and Health Act
- Financial Systems
- Entrepreneurship

113 orientations trainings impacting 1,224 participants were offered in order to keep teachers updated with the information and regulation of vocational courses;

- Internship in the Construction Industry
- Orientations for competitive events of Student Organizations
- Circular Letter 13-03-04
- HIPPA
- First Aid
- Sugar Confections for Cake, Exotic Flowers Flans and Cheese Cakes Seminar
- Electronic Office
- Applied Mathematics
- Hords D’oeuvres and Pies Seminar
- Vocational Rehabilitation
- OSHA

Academic and Vocational Integration

The Auxiliary Secretariat of Technical and Vocational Education developed several projects with the purpose of integrating academic and vocational skills:

- Through the use of Tech-Prep strategy, like **Labs-Volt Project**, the technological and academic skills of the English, Spanish, Mathematics and Science areas were integrated, with the goal that when these students finish high school, they pursue an associate or a bachelor’s degree. With this strategy, 2,340 high school students were served in schools.
- The Tech-Prep Strategy offered, during the summer of 2005, an Occupational Camps carried out in the participating schools of this strategy under the slogan “The development of a self-sustainable economy in my community”. A total of 700 students from 12 Tech-Prep participating schools were served at the cost of \$78,702.00. The schools were the following:

- Superior Urbana – Patillas

- Republica de Costa Rica – Caguas
- Eduardo Carrillo – Canóvanas
- Germán Rieckehoff – Vieques
- Antonio Luchetti – Arecibo
- Inés María Mendoza – Cabo Rojo
- Benjamín Harrison – Cayey
- Vocacional Nueva – Cidra
- Miguel Such – San Juan
- Petra Zenon – Trujillo Alto
- Luis Llorens Torres – Juana Díaz
- Rafael Cordero – San Juan

Programs for Special Populations

Different Projects are distributed in schools of the ten Educational Regions of the Puerto Rico Department Education which includes urban and rural areas.

- The Educational Program for the Family and the Consumer developed the Project “Alto a la Violencia” (Stop the Violence) in 150 schools with the participation of 2,806 students.
- Also we offered services in institutions of individuals with disabilities:

Institution	Services
SER of Puerto Rico	Office Clerk with Word Processing
Centro de Adiestramiento Vocacional Especial in Cayey	Food Preparation Industrial Sewing Electricity Auto Collision Technician Auto Mechanic
Centro de Adiestramiento Ramón B. López in Cataño	Food Preparation Industrial Sewing Furniture Designer and Maker Welding Tailoring
Centro Vocacional Especial en Aguada	Food Preparation Cosmetology Flower Arranging

- *Supplemental Services for Special Populations*

Supplemental services for special populations were offered in 22 participating schools in the 10 educational regions serving 2,292 students at a cost \$110,000.00.

The services offered were the following:

Interventions with students	1,127
Individual interventions with parents	101
Interventions with groups of students	170

Interventions with groups of parents	51
Interventions with students in crises	93
Intervention with teacher groups	173
Family Therapy	37
Case discussions, meetings and other indirect services	1,127

Students in economic disadvantage of the secondary and post secondary levels received financial assistance from the following programs, at a total cost of \$1,599,755.00.

Program	Participants	Cost
Work / Study	1,600	757,191.00
Cooperative Education	541	419,767.00
School Drivers' Contracts	350	422,797.00
Totals	2,491	\$1,599,755.00

These funds contribute to the efforts being made to reduce or eliminate school desertion, among whose contributing factors is the social-economic status of the students.

- Educational activities in the Business Training and Technological Empowerment Center (CACTE) impacting 15,000 participants (students, teachers and administrators). Some of the activities were:

1. Solar Power Cars Competitions
2. Technological Seminars
3. Tourism Seminars
4. Word, Power Point Seminars
5. Suicide Prevention Seminars
6. Marketing Seminars
7. CPR Seminars

STUDENT ORGANIZATIONS

The 7 Vocational and Technical Education Programs have student organizations affiliated to the national organizations.

Organization	Enrollment
Future Farmers of America (FFA)	2,002
Future Business Leaders of America (FBL)	8,363
Youth Association of Home Economics	2,806
Marketing Students Association	4,240
Health Occupations Students Association	1,070
Skills USA (VICA)	4,727
Industrial Arts Students' Club	250
Tech Prep Leaders	300
TOTAL	23,758

All the organizations carried out competitive events at the regional and state levels, participated in local, state, and national conventions, seminars, workshops, and conferences, and visited charitable organizations.

CIVIL RIGHTS SERVICES

To provide equal access to the persons with special needs, the Civil Rights Component performed several activities aimed at determining and ensuring compliance with Title VI of the Civil Rights Act, Title IX of the Elementary and Secondary Act, Amendment of 1972, and with Section 504 of the Rehabilitation Act of 1973.

During the 2004-2005 year, special attention was given to schools monitored on the past, but still they were not fully complying with the Civil Rights regulations.

- In compliance with the recommendations from the Civil Rights Office in Washington, 24 Follow-Up visits were performed in 18 districts in order to verify the actions taken regarding the activities mentioned in the Compliance Plan present by the Component.

During the 2004-2005 academic year, the Technical Education Program offered support to the different campuses of the Puerto Rico Technical Institute (ITPR, in Spanish) in order for them to comply with the goals of the system and the regulations of the Higher Education Council of Puerto Rico, the State Agency for the Approval of Postsecondary Institutions and the State Agency for the Approval of Educational Services to Veterans. Following is a summary of the achievements:

Registration – A total of 1,996 students enrolled during the year 2004-2005. The distribution of the enrollment per campus is:

Graduations – According to the final reports of the register office of the campuses, 703 students completed the requirements for the corresponding associate degree. Following is the distribution per campus:

Campus	Graduated
San Juan	153
Ponce	195
Manatí	163
Guayama	173
Tools and Die School	19
Total	703

**Core Indicators Definition - Secondary Level
 PUERTO RICO**

Core Sub-indicator	Measurement Definition
<p align="center">1S1 Academic Attainment</p>	<p>Numerator: Number of Students attainment the core indicators and left secondary education in the reporting years.</p> <p>Numerator: Number of students that completed the requirements of the academic stage and complied with the core indicators established in the academic stage (A,B,C).</p> <p>Denominator: Number of students left secondary education in the reporting year.</p> <p>Denominator: Number of students that completed both stage (academic and vocational phases).</p>
<p align="center">1S2 Technical Attainment</p>	<p>Numerator: Number students who meet the state established industry validated career and technical standards.</p> <p>Numerator: Number of students that completed the requirements of the vocational stage and complied with the core indicators established in the vocational stage (A,B).</p> <p>Denominator: Number of students who have left education in the reporting year.</p> <p>Denominator: Number of students that completed both stage (academic and vocational phases).</p>
<p align="center">2S1 High School Completion</p>	<p>Numerator: Number of students reaching the core indicators and who have attained a high school diploma.</p> <p>Numerator: Number of students that completed and complied with the core indicators and obtained a diploma .</p> <p>Denominator: Number of students who have completed courses requirements.</p> <p>Denominator: Number of students that completed the requirements both stages (academic and vocational phases).</p>

<p>2S2</p> <p>Diploma Credential</p>	<p>Numerator: Number of students who attained a proficiency credential in conjunction with secondary school diploma, and who have left secondary education in the reporting year.</p> <p>Numerator: Number of students that completed and obtained a diploma or certificate and complied with indicators.</p> <p>Denominator: Number of students who have received a secondary school diploma and who have left secondary education during the reporting period.</p> <p>Denominator: Number of students that completed both stages and obtained a diploma.</p>
<p>3S1</p> <p>Secondary Placement</p>	<p>Numerator: Number of students who completed secondary vocational education and left in the reporting year and work, place in post-secondary education, advance training, employment or military service.</p> <p>Numerator: Number of students that were placed (except other situations).</p> <p>Denominator: Number of students who completed secondary vocational education.</p> <p>Denominator: Number of students that completed and obtained a diploma or its equivalent (Include offenders, adults and handicapped without a grade).</p>
<p>4S1</p> <p>Non traditional Participation</p>	<p>Numerator: Number of students under-represented gender who participated NTS Pin the reporting year.</p> <p>Numerator: Number of non traditional students represented by 25% or less that participate in non traditional courses during the reported year.</p> <p>Denominator: Number of student who participated in NTS Pin in the reporting year.</p> <p>Denominator: Number of students (M and F) that participated in non traditional courses during the reported year.</p>
<p>4S2</p> <p>Non traditional Completion</p>	<p>Numerator: Number of students under-represented gender groups who completed a non-traditional program in the reporting year.</p> <p>Numerator: Number of non traditional students represented by 25% or less that completed the non traditional courses during the reported year.</p> <p>Denominator: Number of students who completed non-traditional program in the reporting year.</p> <p>Denominator: Number of students (M and F) that completed the non traditional courses during the reported year.</p>

**PUERTO RICO
 Post-Secondary Level**

Core Sub-indicator	Measurement Definition
1P1 Academic Attainment	<p>Numerator: Number of Students who completed a postsecondary program define academic standards and have stopped in the reporting year.</p> <p>Numerator: Number of students that completed the requirement of postsecondary program and complied with the indicators established in the academic stage (A,B,C).</p> <p>Denominator:</p> <p>Denominator: Number of students that completed both stage.</p>
1P2 Technical Attainment	<p>Numerator: Number students who meet the state established industry validated career and technical skills standards.</p> <p>Numerator: Number of students that completed the requirement of postsecondary program and complied with the indicator of the vocational stage (A, B).</p> <p>Denominator:</p> <p>Denominator: Number of students that completed the vocational stage.</p>
2P1 Degree Credential	<p>Numerator: Number of students who received or were eligible to receive a postsecondary degree, certificate, or credential and who stopped program participation.</p> <p>Numerator: Number of students that completed and obtained a diploma or certificate in the reporting year.</p> <p>Denominator: Number of students who are yet eligible to complete, and who stopped program participation in the reporting year.</p> <p>Denominator: Number of students that are candidates for completion (requested graduation).</p>
3P1 Postsecondary Placement	<p>Numerator: Number of students who completed postsecondary program in the reporting year, and who were placed in postsecondary education or advanced training, employment, and/or military service.</p> <p>Numerator: Number of students that were placed (except other situations).</p> <p>Denominator: Number of students who completed postsecondary program in the reporting year.</p>

	<p>Denominator: Number of students that completed and obtained a diploma or its equivalent (include offenders, adults and handicapped without a grade).</p>
<p>3P2 Postsecondary Retention</p>	<p>Numerator: Number of students who completed postsecondary and were retained in one or more of these types of placement within an OVAE designated time period.</p> <p>Numerator: Number of students that were placed within a period of time (three (3) months).</p> <p>Denominator: Number of students who completed a postsecondary program and who were placed in further postsecondary education or advance training employment and/or military service in the reporting year.</p> <p>Denominator: Number of students that were placed (except other situation).</p>
<p>4P1 Non traditional Participation</p>	<p>Numerator: Number of students under-represented gender group who participated in a non-traditional program in the reporting year.</p> <p>Numerator: Number of non traditional students represented by 25% or less that participate in non traditional courses during the reported year.</p> <p>Denominator: Number of student who participated in non traditional courses postsecondary program in the reporting year.</p> <p>Denominator: Number of students (M and F) that participated in non traditional courses during the reported year.</p>
<p>4P2 Non traditional Completion</p>	<p>Numerator: Number of students under-represented gender groups who completed a non-traditional postsecondary program in the reporting year.</p> <p>Numerator: Number of non traditional students represented by 25% or less that completed the non traditional courses during the reported year.</p> <p>Denominator: Number of students who completed non-traditional postsecondary in the reporting year.</p> <p>Denominator: Number of students (M and F) that completed the non traditional courses during the reported year.</p>

ORGANIZATION CHART

