

**COMMONWEALTH OF PUERTO RICO
DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION ASSISTANT SECRETARIAT
Occupational Planning Office**

**CAREER AND TECHNICAL EDUCATION PROGRAM
ANNUAL PERFORMANCE REPORT
2006 - 2007**

DECEMBER 2007

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/AWARD NUMBERS:

Basic Grant – **VO48A060052A**
Tech-Prep – **V243A060052**

Basic Grant to States: **\$ 18,977,363**
Tech-Prep Education: **\$ 1, 921, 202**

3. RECIPIENT IDENTIFYING NUMBER:

4. PERIOD COVERED BY THIS REPORT (mm/dd/yy): From: July 1, 2006 To: June 30, 2007

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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

DATE REPORTED SUBMITTED:

TYPED OR PRINTED NAME AND TITLE:

December 31, 2007
TELEPHONE:

Yolanda Vilches Norat, Interim Secretary

(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 that expires on 12-31-2004 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 certify that the quantitative and qualitative data presented here, has been gathered with the utmost responsibility and is precise, valid, and trustworthy.

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

Yolanda Vilches Norat
Interim Secretary

EXECUTIVE SUMMARY

The Vocational and Technical Education Program 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 Program 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 MISION of the Vocational and Technical Education Program 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 Program, in compliance with the Carl D. Perkins Vocational and Applied Technology Education Act of 1998 requirements, combines efforts to archive the integration of academic and occupational skills. This 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:

- Agricultural Education Program
- Business and Marketing Education Program
- Consumer and Family Education Program
- Education Program on Health Occupations

- Industrial Vocational Education Program
- Technical Education Program
- Technology Education Program (Industrial Art)

During the school year 2006-2007, we served a global enrollment of **109,114** students through these programs, namely:

- Conducive to certificate – **35,187**
- Not conducive to certificate – **73,927**

The Annual Progress Report includes a description of achievements in Puerto Rico, which were accomplished by means of mandatory and permitted activities stipulated in the Perkins III Four Year Plan, negotiated with the Federal Education Department for the fiscal year 2006-2007., this activities 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 2006-2007 and the obtained results:

A. Target Levels of Performance for School Year 2006-2007

Secondary Level		
Core Sub-indicator	Target Negotiated	Target Obtained
1S1 Academic Attainment	90.03%	89.93%
1S2 Technical Attainment	86.66%	88.91%
2S1 High School Completion	83.86%	87.40%
2S2 Diploma Credential	75.84%	78.32%
3S1 Secondary Placement	59.29%	44.43%
4S1 Non Traditional Participation	8.36%	9.85%
4S2 Non Traditional Completion	8.99%	9.78%

Postsecondary Level		
Core Sub-indicator	Target Negotiated	Target Obtained
1P1 Academic Attainment	94.78%	96.10%
1P2 Technical Attainment	83.86%	80.08%
2P1 Degree credential	100.00%	100.00%
3P1 Post Secondary Placement	49.23%	20.08%
3P2 Post Secondary Retention	65.62%	84.91%
4P1 Non traditional Participation	9.44%	9.87%
4P2 Non traditional Completion	9.76%	6.91%

In order to comply with requirements of the Carl D. Perkins Act, established in Section 124 and contemplated in the Four (4) Years Plan and the extension for seven (7) year, during the 2006-2007 school years, the following activities have been performed:

- developing, improving and expanding the use of technology in vocational and technical education.
- support and strengthening vocational and technical education programs to improve the academic, and vocational and technical skills of students participating in this programs, through the integration of academics courses 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 correctional 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

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 October 2, 2006 the State Board of Vocational and Technical Education: 1) approval of the state budget for school year 2006-2007, 2) adopted the necessary revisions to the mission and vision of the Vocational and Technical Education.

The Basic State Grant for this purpose (V048A060052A) was for **\$18,977,363.00** and for the Tech-Prep Education (V243A060052) was **\$1,921,202.00**. These allotments cover the period reported July 1, 2006 to September 30, 2007.

Organization Chart

See Last Page

b. State Leadership (Section 124)

During the school year 2006-2007, the Vocational and Technical programs performed activities and initiatives to achieve an effective integration and curricular articulation so that students may develop an excellent academic and vocational standard.

- During the 2006-2007 school years, **37,582** students enrolled in high school and postsecondary courses, received orientations in different needed areas.
- **6,554** students participating in the business 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.
- **15,640** students participating in technology training were offered on subjects related in the 7 vocational programs.
- During school year 2006-2007, the professional development area authorized **244** payments for credits in different universities at a cost of **\$134,150.00**.

Certificates	80	\$34755.00
Bachelor degrees	38	17,405.00
Master degrees	126	81,990.00
PhDs	0	0
TOTAL	247	\$134,150.00

- Eighteen **(18)** trainings were offered on different subjects related to vocational programs influencing ninety eight **(98)** teachers in order to improve their professional development.
- 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 2006-2007, in order to promote gender equity in vocational schools, the Vocational and Technical Education Program allocated the amount of **\$94,700** for the purchase of equipment and educational materials to vocational courses offered in schools.
- The programs of the Vocational and Technical Education Program 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, academic courses must be restructuring to make them applicable to the different occupational offerings.

C. Industry Internships (Teachers)

- A total of **46** teachers benefited from the program of industry internships at a cost of **\$32,600.00**. These participants have the opportunity of updating and refining their occupational skills and competencies, thus integrating the knowledge learned to their daily teaching process.

Teacher Industry Internships

Program	Participants	Cost
Home Economics	6	\$800.00
Health Education	1	\$800.00
Industrial Education	8	\$4,800.00
Agricultura Education	11	\$8,800.00
Business and Marketing Education	18	\$14,400.00
Technical Education	2	-0-
TOTAL	42	\$58,493.00

D. Alliances Established by Some Occupational Programs of the of Technical and Vocational Education Programs

- **Marketing Education Program - Alliance for Finance and Economy Education**
 - a. *Sagrado Corazón University*
 - b. *Santander Bank*
 - c. *Marketing Association*
 - d. *Alma Financial*
 - e. *Popular Bank*
 - f. *First Bank*

- **Industrial Vocational Education Program**
 - a. *Industrial Education Council - Consultant Committees*

- **Health Occupations Program**

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

 - *Puerto Rico Cardiovascular Center*
 - *Dr. Pila Hospital*
 - *Dr. Tito Mattei Hospital*
 - *Manatí Medical Center*
 - *San Juan Bautista Hospital*
 - *Dr. Sulsoni Hospital*
 - *Metropolitano Hospital*
 - *Perea Inc. Hospital*

- *HIMA San Pablo Hospital*
- *López Ambulante*
- *General Castañar Hospital*
- *Wal-Mart of Puerto Rico Pharmacies*
- *Menonita General Hospital*
- *Damas de Ponce Hospital*
- *La Salud Pharmacies*

- **Agricultural Education Program**

The Agricultural Education Program has established various alliances, among which are:

1. Natural Resources Department - Finca Altamira - 100 x 35 Project –Cabo Rojo
2. Energy Office – Hidroponic System
3. University of Puerto Rico – Mayagüez- Curriculum Design for talent students in CROEM (Agro sciences).
4. Fideicomiso of Conservation- puertorricans trees propagation

E. CORRECTIONAL ADMINISTRATION

The Vocational and Technical Education Program attended **1,534** offenders in **47** vocational courses in **19** Correctional 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.

- Twenty four (**24**) occupational courses in **11** Correctional Institutions were offered to **933** inmates. Of these, one hundred fourteen (**114**) certificates were granted, that completed the trainings. Following are the institutions:

- Sabana Hoyos Correctional Camp – Arecibo
- Sabana Hoyos Correccional Detection Center – Arecibo
- Regional Detection Center – Bayamón
- Limón Camp – Mayagüez
- Ponce 1000 Correctional Institution – Ponce
- Industrial School for Women – Vega Alta
- La Pica Camp – Jayuya
- Correccional Institution 501 – Bayamón
- Guerrero Correccional Institution – Aguadilla
- Guayama Regional Detection Center – Guayama
- Industrial School for women – Ponce

➤ Thirteen (**13**) offerings of interest for the inmates were identified:

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

➤ Juvenile Institutions Administration: **601** offenders belonging to **8** Youth Institutions participated in **23** occupational and non-occupational courses. The participant institutions were:

- Gualí Group Home – Ponce
- Social Treatment Center (Girls) – Ponce
- Social Treatment Center (Boys) – Ponce
- Social Treatment Center – Humacao
- Social Treatment Center – Salinas
- Social Treatment Center – Villalba
- Social Treatment Center – Guayama
- Social Treatment Center – Guaynabo

❖ Fifty one (**51**) certificates were granted to young persons that completed the trainings. The certificates were divided as follows:

- General Office with Information Processing 3
- Horticulture 9
- Food Preparation 39

F. CURRICULUM DEVELOPMENT

The Office of Curriculum Development of the Vocational and Technical Education Program prepared the following curricular documents.

1. Occupational and Technical Course Catalog

- **Schoolmax (coding course)**

c. Circular 19-2006-2007 Career and Technical Programs Organization in schools.

d. Marketing Education Program

- How to Initiate and Administer a Small Business (Teacher's and Student Guide) – 400 (\$ 14,619.00)
- My Portfolio – 5,000 (\$ 15,569.00)
- Electronic Portfolio guide – 400 (\$ 8,164.00)
- Microsoft Outlook guide – 350 (\$ 10,307.00)
- Financial Data Registry (Teacher Guide) – 350 (\$6,502.00)

e. Agriculture Education

- Ornamental Horticulture (Teacher's Guide) – 125 (\$ 3,235.00)
- Hog Production (Teacher's Guide) 200 – (\$ 7,780.00)
- Modern Apiculturist guide (in process)

f. Health Occupations Education

- Radiological Technology (Student's Manual) – 40 (\$6,682.00)

g. Business Education

- Electronic Portfolio (Student's Manual)- 400 (8,164.00)
- Microsoft Outlook Manual-350 (10,307.00)
- Financial Data Registry (Teacher's Guide)-350 (6,592.00)

H. TECHNICAL EDUCATION PROGRAM (Postsecondary)

During the 2006-2007 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:

During the first semester (August to December) 2006 enrolled **2,993** students and in the second semester enrolled **2,703** students (January to May) 2007 enrolled during the year 2006-2007.

Graduations – According to the final reports of the register office of the campuses, **750** students completed the requirements for the corresponding associate degree. Following is the distribution per campus:

Campus	Graduated
San Juan	149
Ponce	219
Manatí	214
Guayama	166
Total	750

Payment for enrollment to teachers for Technical Institute of PR – during the 2006-2007, thirteen (13) teachers request were recommended and approved; two (2) for Doctorate, five (5) for master degree and six (6) for certificate. The area's goal has been the certification of teachers to comply with the regulations of the Department of Education.

Training to teacher and non teaching – During the academic year, in – services training were held to cover different knowledge areas. These include Graphic Arts, Economic Assistance conferences in PR and US, English and Marketing Conventions in PR and US, College Board Convention in PR and Panamá, Auto Cad, PR TESOL, HOSA Convention for Postsecondary in US, Librarian Convention in US, Annual EBEA in US and PR, Technological Congress of ITPR and other training. Six hundred thirty eight people were impacted. To estimate the cost of these trainings is \$25,000.00

Economic Assistance – During the year, those who qualified benefited from the Pell Grant, **2,731** students and grant offered by the Higher Education Council (Act No. 170), **275** students.

I. Academic and Vocational Integration (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 at Arecibo, included the Carolina Campus, Cayey Campus, Ponce Campus and Aguadilla Campus. 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. This year **2,600** students participated in the articulation program, this represent an increase of **65 %** in compararison with the last semester. This year was certificated **58** students in Biotechnology.

Tech Prep developed several projects with the purpose of integrating academic and vocational skills:

- during the summer 2007, Occupational Camps carried out in participating schools the strategy under the slogan “The development of a self-sustainable economy in my community”. A total of **458** students from **9** Tech-Prep participating schools were served at the cost of **\$58,303.00**.
- two **(2)** workshops were established in Networking (included optic fiber, coaxial) and computer and printer laser repair in the Miguel Such Vocational High School in Rio Piedras and Republica de Costa Rica in Caguas. The cost was **\$514,336.00** dollars.
- the second Manufacture laboratory was established in Antonio Luchetti Vocational High School. The investment was **\$301,843.00** dollars.
- a Technology Literacy project in Physics was initiated - contextual learning strategy.

J. Programs or Services for Special Populations

Different Projects or services were offered in schools of the seven **(7)** 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 seven **(7)** Educational Regions with the participation of **2,000** students.
- Also we offered services to **1,848** individuals with disabilities in institutions:

Institution	Services	Enrollment
Centro de Adiestramiento Ramón B. López in Cataño	Food Preparation	82
	Industrial Sewing	100
	Furniture Designer and Maker	44
	Welding	
	Construction Carpentry	84
	Tapestry	38
	Flower Arranging	94
Centro Vocacional Especial en Aguada		15
	Cabinet-making	145
	Tapestry	62
	Industrial Sewing	56
	Welding	122
	Horticulture	42
	Accounting	11
	Aquaculture operation and production management	60
Cosmetologist	71	

Centro Lola Rodríguez de Tio	Business Education	65
	Food Preparation	64
	Flower Arranging(commercial)	51
	Food Marketing	34
	Carpentry	79
	Architectural Drafting	20
Escuela María D. Faría	Data Entry Clerk	8
	Marketing Education	42
	Food Preparation	52
	Flower Arranging(commercial)	45
	Tapestry	44
Escuela Antonio Dominguez	Business Education	23
	Food Preparation	57
	Flower Arranging(commercial)	36
	Cosmetologist	15
	Industrial Sewing	28
	Tapestry	17
Centro Eugenio María de Hostos	Business Education	121
	Technical Education	21

- **Psychological Services**

Psychological services were offered in **20** participating schools in the **10** educational regions serving **3,021** students in double counting at a cost **\$88,000.00**.

The services offered were the following:

- Interventions with students
- Individual interventions with parents
- Interventions with groups of students
- Interventions with groups of parents
- Interventions with students in crises
- Intervention with teacher groups
- Family Therapy Case discussions,
- Meetings and other indirect services

- **Financial Assistance**

Students in economic disadvantage of the secondary and post secondary levels received financial assistance from the following programs:

Program	Participants	Cost
Work / Study	1,298	607,120.15
Cooperative Education	428	423,256.00
Student's transportation Contracts	1024	884,630
Totals	2,751	\$1,915,006

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.

K. STUDENT ORGANIZATIONS

The six **(6)** Vocational and Technical Education Programs have students organizations affiliated to the national organizations.

Organization	Enrollment
Future Farmers of America (FFA)	1,431
Future Business Leaders of America (FBL)	6,668
Family, Careers and Community of America	2,498
Marketing Students Association	3,063
Health Occupations Students Association	800
Skills USA (VICA)	5,417
TOTAL	19,877

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.

L. 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.

- In compliance with the recommendations from the Civil Rights Office in Washington, **23** on-site visits in three districts and forty one **(41)** follow-up visits were performed in order to verify the actions taken regarding the activities mentioned in the Compliance Plan present by the Component.

The Civil Rights Component offered support to five **(5)** schools by follow – up visits and twenty one **(21)** schools by on-site visit in three **(3)** districts. The following additional activities were made:

- Evaluation to the Career and Technical Education brochures.
- 263 Law Reaction
- Orientations about 238 Law to Career and technical Education personnel.
- Assistance to the “Oficina de la Procuradora de la Mujer” in training of “equidad por sexo” in the Career and Technical Education Programs.

During the 2007-2008 year, special attention was given to schools monitored on the past, but still they were not fully complying with the Civil Rights regulations.

M. Core Indicators Schools Monitoring

During the 2006-2007 school year a monitory process was performed at the fifty six **56** schools of one hundred six (**106**) schools, that reflected a performance below the indicators during the 2004-2005 schools year, were also monitored for follow up visit.

**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 student's under-represented gender who participate 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
<p align="center">1P1 Academic Attainment</p>	<p>Numerator: Number of Students who completed a postsecondary program defines academic standards and has 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>
<p align="center">1P2 Technical Attainment</p>	<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 stages (A, B).</p> <p>Denominator:</p> <p>Denominator: Number of students that completed the vocational stage.</p>
<p align="center">2P1 Degree Credential</p>	<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>
<p align="center">3P1 Postsecondary Placement</p>	<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 student's 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

