

NARRATIVE PERFORMANCE INFORMATION

Each state must address in this report all the items below, and to the extent possible, use bullets, tables, and charts to summarize key points of its performance in the past program year (July 1, 2007 - June 30, 2008).

1. Implementation of State Leadership Activities

Secs. 124(b) and (c) of *Perkins IV* describe the required and permissible uses of state leadership funds, respectively. Provide a summary of your state's major initiatives and activities in **each of the required areas**, as well as **any of the permissible areas that your state has chosen to undertake** during the program year.

a. Required Use of Funds:

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

The Puerto Rico Department of Education's Career and Technical Education Programs are assessed in a variety of ways to maintain its quality and relevance. At the end of each semester, every educational district is required to submit enrollment reports and disaggregated data of all CTE students. All schools within each district will receive their performance level in relation to student achievement, placement, graduation rate and licensure performance, as well as other variables. The School Council will review their data in comparison to the national standards and individual values to ensure competence and academic achievements. The outcome of this evaluation will provide additional information that will be used in the design of strategies for the coming academic year. If the programs at each school do not meet the established standards, then they are required to submit an improvement plan and are maintained under continuous review.

The PRDE's Career and Technical Education Program has a monitoring assessment cycle in place using the Local Plan as a reference guide. Once a school is placed under an improvement plan, monitoring activities are conducted including on-site visits to ensure that such plan is attained. The Planning Office is responsible for these activities.

The Local Areas will assess their performance data to document the degree by which Perkins funds improved their programs. These data will be submitted as part of the annual improvement report for their local transition plan for CTE 2007-2008.

CTE students that are enrolled in eleventh grade are required to take the national test as well as the rest of PRDE students. Special populations are assessed as all students, except those with an individual Education Plan (PEI) that may waive them from taking state tests. These students graduate with a certificate.

Data from all CTE students that are assessed are recorded on individual student profiles within the Student Information System (SIS). In 2007-2008, students were classified within each program area. Each program was provided with specific information regarding their contribution to the academic performance of their participants.

The Student Information System (SIE) provides an online student report card. Parents can access this system to gather information on student's progress and academic achievement.

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

The PRDE has established Internet connection throughout the schools for classroom instruction as well as to provide access to the Student Information System (SIS) which is made available to teachers, parents, and administrators. Training for teachers has been provided in the use of computer technology for classrooms applications. All CTE teachers report student information, data and services into data server.

Reporting requirements for Perkins compliance will be provided electronically. These reports include all student and teacher demographics, school organization, course enrollment, and performance reports, monitoring reporting, Local Plan and Budget, and Annual Performance Improvement Reporting.

The PRDE provided funds under the Perkins Act to improve the quality of the programs and to ensure that instruction is relevant to business and industry. The CTE programs have been enhanced with up-to-date laboratory equipment for students to learn and practice in a real world scenario. The availability of high tech equipment is necessary to ensure that competencies taught by each program are those required for a high-skill, high wage, and high demand occupation.

- Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels.

A comprehensive professional development plan to impact new teachers was designed and implemented to include: the Family and Consumer Science Education (36), Health Science Education (11) and also Marketing Education and Business Administration Programs (8) new teachers.

Industry Internships for Teachers

- A total of **55** teachers benefited from internships at industries at a cost of **\$44,000.00** (See Table below). These participants had 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	3	\$2,400.00
Health Education	4	\$3,200.00
Industrial Education	14	\$11,200.00
Agricultura Education	9	\$7,200.00
Business and Marketing Education	20	\$16,000.00
TOTAL	55	\$44,000.00

During school year 2007-2008, the professional development area authorized **212** teachers to take courses at different universities. Payments for credits awarded to participants were for a total amount of **\$146,974.00**.

Certificates	80	\$42,003.00
Bachelor degrees	45	22,680.00
Master degrees	86	81,367.00
PhDs	0	0
TOTAL	212	\$146,974.00

Trainings activities were offered to teachers on different areas related to vocational programs in order to improve their professional development at a cost of **\$146,974.00**. Of the 212 awards granted, 80 were conducive to a certificate; 45 to a Bachelor's Degree while 86 were to a Master's Degree.

- Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education.

PRDE Circular Letter #19-2006-2007 has established that all students, including career and technical students, must now take the same number of credits required for high school graduation.

The CTE program curriculum has been revised accordingly to ensure rigorous academic content and inclusion of the most up-to-date knowledge and technical skills. The integration of academic standards into each program curriculum is required and offered to all students, including CTE students.

CURRICULUM DEVELOPMENT

The Office of Curriculum Development of the Career and Technical Education Program prepared a total of 21 curricular documents. These are the following:

- **Home Economics**
 - Youth Life Text Book for middle school
 - Youth Life Text Book Special Education Edition
 - Parenthood

- **Industrial Education**
 - Cosmetology
 - Barber and Hair Stylist
 - Small Engines Mechanics
 - Marine Engines Mechanics
 - Auto Collision Repair

- **Tech-Prep**
 - Tourist Guide Principles
 - Touristy Legislation
 - Hotel Accounting

- **Marketing Education Program**
 - Marketing

- **Agriculture Education**
 - General Agriculture
 - Agrosience
 - Agrobusiness
 - Florist's

- **Health Occupations Education**
 - White room technician
 - Health Management Information System Assistant
 - Health Office Assistant

- **Business Education**
 - Spread Sheet / Data Base
 - Desktop Publishing

The following table includes a Summary of Technical Assistance offered as part of major activities and initiatives conducted for eligible recipients

Major Activities and Initiatives	Target Populations	Outcomes
School Max	24 School Directors and Occupational and Technical Program Directors	<p>Eight meetings have been conducted with (School Max) staff to integrate occupational data into the Student Information Systems (SIE). Data related to special populations and students concentrators was also included in the SIE. A quick informational guide was published through the PRDE web page.</p> <p>As calendar of activities has been established to discuss the following topics:</p> <ul style="list-style-type: none"> • Students participating in the Consumer and Family Education Program • Technology Education • Technical Education hours • Graduate students data.
Submission and Evaluation of Local School Plans (Carl D. Perkins)	132 Schools Directors and Occupational Planning Office Staff	<p>Three workshops were offered to directors from schools that offer occupational courses in the preparation of the local school plan as required in Carl D. Perkins IV.</p> <p>A total of 132 local school plans were submitted and 125 were recommended to be funded.</p>

Major Activities and Initiatives	Target Populations	Outcomes
Evaluation of the Implementation of the Approved Local School Plans	132 Schools Directors and Occupational Planning Office Staff at State Office	The Occupational Planning Office is analyzing the most suitable evaluation methods that will best determine the effective implementation of this phase.
Public Policy on Non-Discrimination	Schools Directors and Occupational Planning Office, and students	<p>The Civil Rights Component has conducted a total of 25 visits to school districts (4 On Site and 21 follow-up) in those schools where occupational courses are offered in order to verify compliance with Civil Rights Law.</p> <p>During these visits, technical assistance is offered as needed, on the appropriate implementation of the PRDE public policy on non-discrimination. See Table enclosed: School visited to verify compliance with Civil Right Law (2007-2008).</p>
Special Education: Participation in Inter-agency Committees	60 special education students	A Pilot Project for students with disabilities to provide for a smooth transition to the workplace is in place. Agencies that participate in this initiative are: Vocational Rehabilitation Administration, PR Department of Labor and PRDE. This project will impact a total of 60 students from 8 schools that will participate in experiences in real work scenarios.

**SCHOOL VISITED TO VERIFY COMPLIANCE WITH CIVIL RIGH LAW
2007-2008**

SCHOOL DISTRICT	NAME OF SCHOOL	
Humacao	Manuel Mediavilla	
	Avelino Peña Reyes	
	Carlos Rivera Ufret	
	Juan Ponce de León	
	Petra Mercado Bougart	
	S.U. Agapito López Flores	
	S.U. Cruz Ortiz Stella	
	S.U. José Toro Ríos	
	S.U. Luciano Ríos	
	S.U. Rosa María Rosario de León	
	Francisco Iser Jiménez	
	Aguas Buenas	Josefa Pastrana
		Luis Muñoz Marín
Pedro Albizu Campos		
S.U. Bayamoncito		
S.U. Sumidero		
Guaynabo	Josefina Barceló	
	Juan A. Miranda	
	Juan Ponce de León	
	Margarita Janer	
	Mariano Abril	
	Rafael Martínez Nadal	
	S.U. Rafael Hernández	
Guánica	Agripina Seda	
	Aurea E. Quiles	

- Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable.

Counseling and Orientation Program ascribed to the Assistant Secretary for Student Services, in coordination with CTE designed and implemented a comprehensive counseling program for the PRDE student population. Specifically services were offered to our CTE students in three areas related to personal/academics, occupational and careers development. Occupational and Career Counselors assisted students through a career exploration process in order to foster their career decision.

The Counseling Program Director at the PRDE Central Administration attended the following meetings at the national level, sponsored with Professional Development Perkins funds:

- State Scholars Initiative: Nation on Academy Summit Rigor and Relevance, (Massachusetts- April, 2008)
- Fourth Annual Nation Career Clusters Institute (Arizona- June, 2007)
- National Strategic Planning Meeting (Virginia- March 2007)

The counseling professionals at CTE schools were provided with training materials to conduct workshops for high schools students. Teachers were provided with strategies to increase non-traditional participation and concentrators in their classes. Non-traditional careers covered were selected based on statistics reported by the Department of Labor, for occupations that focused on high-skill, high-wage, and high demand for both male and female.

Puerto Rico has fostered student participation in CTE Programs, taking into consideration student skills and interests. It is committed to offer non-traditional occupational courses with the purpose of eliminating gender discrimination in CTE Programs. During 2007-2008, in order to promote gender equity in vocational schools, the Career and Technical Education Program allocated the amount of **\$60,000.00** for the purchase of equipment and educational materials for vocational courses offered in schools.

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

Partnerships have been developed with postsecondary institutions to provide and facilitate access to CTE high school students to higher education. Programs of study have been established that build a transition bridge from high school to postsecondary diploma, and associate degree. This provides the opportunity for dual enrollment, where a student at the secondary level can earn credits for courses in the postsecondary level.

Alliances Established by Occupational Programs of the Career and Technical Education Programs

- **Marketing Education Program** - *Alliance for Finance and Economics Education*
 - a. *Sagrado Corazón University*
 - b. *Santander Bank*
 - c. *Marketing Association*
 - d. *Alma Financial*
 - e. *Popular Bank*
 - f. *First Bank*
- **Industrial Education Program**
 - a. *Industrial Education Council - Consultant Committees*
- **Health Occupations Program**

The Health Occupations Education Program established 110 cooperative agreements so students can carry out their internship at industries. Some of these Health Center Services providers 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 – Altamira Farm - 100 x 35 Project at Cabo Rojo, P.R.
2. Energy Office – Hydroponic System
3. University of Puerto Rico at Mayagüez- Curriculum Design for talented students in CROEM (Agro sciences).
4. Puerto Rico Conservation trust Puerto Ricans trees propagation

- | |
|--|
| <ul style="list-style-type: none"> • Serving individuals in state correctional institutions |
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The Career and Technical Education Program attended **977** offenders in **26** vocational courses in **12** Correctional Institutions. These were offered to the clientele at different institutions, in order to improve their quality of life and to help them to develop skills that will facilitate their integration to the free community. Funds were allocated to purchase materials, equipment, and to cover professional expenses for psychological services. One hundred forty seven (**147**) certificates were granted to the participants that completed the trainings.

Six hundred and twenty nine (**629**) offenders from **9** Youth (8 for boys and 1 for girls) participated in **28** occupational and non-occupational courses. Participating 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
- Residencial Evaluation Center

- ❖ Eighty **(80)** certificates were granted to juvenile offenders that completed the trainings.

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

Educational projects were conducted at 6 participating special education institutions at 6 PRDE Educational Regions, benefiting **877** individuals with disabilities. These services were offered as follows:

Institution	Services	Enrollment
Centro de Adiestramiento Ramón B. López in Cataño	Food Preparation	15
	Industrial Sewing	8
	Welding	15
	Construction/Carpentry	10
	Tapestry	10
Centro Vocacional Especial en Aguada	Cabinet-making	24
	Tapestry	19
	Industrial Sewing	13
	Welding	24
	Horticulture	41
	Technology Education	41
Escuela Gabriel Bibiloni	Home Economics	41
	Electricity	21
	Plumbing	27
	Food Preparation	28
	Sewing	15
	Construction/Carpentry	15
	Auto Collision Technician	23
Auto Mechanic	25	
Centro Eugenio María de Hostos	Culinary Arts	25
	Pastry	25
	Auto Collision Technician	19
	Cosmetology	24
	Auto Mechanic	19
	Construction/Carpentry	24
Escuela Antonio Domínguez	Food Preparation	40
	Marketing	30
	Building Maintenance	38
Centro Eugenio María de Hostos	Business Education	121
	Technical Education	21

- **Psychological Services**

Psychological services were offered in **24** participating schools in the **7** Educational Regions to a total of **2,998** students in double counting at a cost of **\$91,000.00**. 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
- Technical assistance for eligible recipients.

b. Permissible Activities Include:

- Improving career guidance and academic counseling programs
- Establishing agreements, including articulation agreements, between secondary schools and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students.
- Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs.
- Supporting career and technical student organizations.

The six **(6)** Career and Technical Education Programs have a total enrollment of **22,007** students in their student organizations which are affiliated to the national organizations.

Organization	Enrollment
Future Farmers of America (FFA)	2,231
Future Business Leaders of America (FBLA)	8,265
Family, Careers and Community of America	2,431
Marketing Students Association	3,374
Health Occupations Students Association	500
Skills USA (VICA)	5,206
TOTAL	22,007

All the organizations carried out competitive events at the regional and state levels, participated in local, state, and national skills competitions, seminars, workshops, and conferences, and conducted community work.

- Supporting public charter schools operating career and technical education programs.

This activity does not apply to PR CTE program.

- Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter.

Each CTE Program has Consulting Committees that are in the process of integrating resources and strategies, in order to design an innovative curriculum according to the present needs of the industry. These efforts are directed to help students to successfully compete in the labor market. Some of the achievements obtained are:

- development of industry internships for teachers and students
- development and implementation of curricula that respond to the needs of identified industries: electronics, pharmaceuticals, plastics, textiles, tourism, transportation and construction.

Recommendations from these Committees are directed to the revisions of the academic courses in order to align them to the current needs of the different occupational offerings.

- Supporting family and consumer sciences programs.

- Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels.

- Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education.

- Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of *Perkins IV*.

- Providing activities to support entrepreneurship education and training.

- Providing career and technical education programs for adults and school dropouts to complete their secondary school education.

- Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs. (This activity does not apply to PR CTE program.)

- Developing valid and reliable assessments of technical skills.

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

- Improving 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.

- Supporting occupational and employment information resources.

2. Progress in Developing and Implementing Technical Skill Assessments

Sec. 113(b) of *Perkins IV* describes the core indicators of performance for CTE students for which each state is required to gather data and report annually to the Department. Among the core indicators are: student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. [See Sec. 113(b)(2)(A)(ii) of *Perkins IV*.] While the Department recognizes that a state may not have technical skill assessments aligned with industry-recognized standards in every career and technical education program area and for every career and technical education student, the Department asked each state to identify, in Part A, Sec. VI (Accountability and Evaluation) of its new *Perkins IV* State Plan:

- (1) the program areas for which the state had technical skill assessments;
- (2) the estimated percentage of students who would be reported in the state's calculation of career and technical education concentrators who took assessments; and

(3) the state's plan and timeframe for increasing the coverage of programs and students reported in this indicator to cover all career and technical education concentrators and all program areas in the future.

Please provide an update on your state's progress and plan for implementing technical skill assessments with respect to items one through three above.

Currently, PRDE operates under the bronze standard of teacher-based assessments and will maintain its system of teacher-based assessments while a study is conducted to allow Puerto Rico to identify program requirements for skill and knowledge areas and make appropriate modifications to its program curriculum. The PRDE considers the most valid form of technical skill assessment to be a comprehensive and cumulative assessment of technical skill attainment, aligned to industry standards and course and program content as measured by the tests; papers; projects; activities; demonstrations of competency, critical thinking, and problem solving; and other evaluation activities by local instructors, and reported in course grades of students to ensure that students have mastered the necessary academic and career and technical skills before they move into more advanced courses or complete their postsecondary education.

All CTE courses and programs will develop or adopt a technical skill assessments based on industry standards as determined from alignment with the CTE model curriculum standards and framework or statewide industry advisory determination. The resulting assessments will be established island-wide. The emerging industry-based technical skill assessment will be designed to identify crossover between industry practical needs and PRDE programmatic goals to determine the skills and knowledge upon which the test for each program area will be based.

Within this year, in the process of establishing a statewide technical assessment system, training has been carried-out for the personnel that will be participating in establishing this system and parameters to ensure that the development of these technical skill tests will have the purpose to certify the CTE student for industry recognition. The Center on Education and Training for Employment (CETE) at Ohio State University provided the workshop for **Occupational Knowledge and Skill Test Development** in order to understand the process of creating valid, reliable, and legally-defensible tests of knowledge and skills for the purpose of Perkins IV certification. These workshops included the following topics: Test development cycle, Creation/evaluation of test specifications, Item development, banking and review, Tests administration procedures and guidelines, Score interpretation and reporting.

Occupations by program areas that are currently under a governing board of accreditation or regulated by state law will be the first programs areas to be involved in testing. Coordination with these governing boards will help CTE students to be recognized by the business sector as well-prepared potential employees. The program areas that will be selected during the first phase of this process include, but are not limited to, occupations in health, electronics, automobile technology, and plumbing. In the next phase, PRDE will promote and create an advisory council for each program areas. The advisory council

members will be made up of curriculum staff, CTE teachers, graduate students, and professionals from the business sector.

In addition, the Career and Technical Education Program will be contacting assessment specialists, administrators and other CTE professionals in how to address performance indicators related to student technical skill attainment. This is an essential step that will ensure student attainment of career and technical proficiencies which in turn are aligned with industry-recognized standards. The advisory council for each program will assist in the preparation of the performance tests. The performance tests will first be administered to students that have completed their program of study. After testing these students for two years, the Puerto Rico Department of Education will use these results to implement a statewide technical assessment system.

State and Local Technical Skill Assessment Plan 2008-2009

Action /Activity	Responsible	Timeline
<i>Rationale for System Development</i>	<i>State Director CTE</i>	2009-2010
<i>PR Strategies for Assessing Technical Skill Attainment</i>	<i>State Director CTE</i>	2009-2010
<i>Components of a Puerto Rico System</i>	<i>State Director CTE</i>	2009-2010
<i>Defining PR Assessment Needs</i>	<i>State Director CTE</i>	2009-2010
<i>Test Design and Implementation Model</i>	<i>Planning Office</i>	2009-2010
<i>Item Bank Implementation Model</i>	<i>State Director CTE</i>	2009-2010
<i>Estimated Costs of Resources for Proposed Implementation Model</i>	<i>State Director CTE</i>	2009-2010
<i>Review and evaluation of Technical Skill Assessment Plan</i>	<i>State Director and Programs Areas director, and Planning Office</i>	2009-2010
Evaluation for Future Action	<i>State Director CTE</i>	2009-2010

3. Implementation of a State Program Improvement Plan

In the CAR 2007-2008 we reported that the PRDE was implementing the Student Information System (SIS) as the official administrative system to gather necessary data of the total student enrollment, including CTE students. At that time, data was collected for the total enrollment of CTE students, but we were unable to identify them by concentrator and special population categories although the academic data of CTE students was already entered in the system.

Thus, in order to comply with the CAR 2007-2008 information requirements, an alternate method was set in place to gather information for the 15 schools with a 100% CTE student enrollment. Data provided in the Puerto Rico CAR 2007-2008 was the result of this alternate method to SIS.

After these results, programming efforts have been conducted to overcome these difficulties and to ensure that the required data such as enrollment by career clusters and special categories that pertain exclusively for CTE students are collected appropriately.

To this effect, during 2008-2009 a Steering Committee was appointed to oversee the process of integrating all CTE student variables that were found to be missing in the SIS. This Committee designed and implemented a comprehensive plan of activities that included training for CTE school directors on using the SIS effectively, offering technical assistance by a regional task force established for such purposes and conducting weekly follow-up meetings with SIS personnel.

Also, periodic reviews of data collected were carried out at weekly intervals during the implementation process in order to validate that the information entered into SIS was complete and correct. These reviews were also helpful in reducing data entry errors and ensuring that all information was accurate.

SIS will be programmed to provide data reports in which cross-reference with other variables will help to identify missing information and be able to make corrections to data that has been entered. During the implementation process PRDE randomly selected student's records to verify their information and ensure that data entered was accurate, complete and reliable.

We expect that this situation will be surpassed by all efforts already conducted during the 2008-2009 SIS implementation and that we will be able to comply with all reporting requirements for the CAR 2008-2009 due on December 2009.

Data for the indicators 1S1- Language Arts, 1S2- Mathematics and 4S1- Graduation Rate was provided from the information reported from the 15 CTE schools that were collected through the alternate method to the SIS. This information is:

Puerto Rico composite performance for the 1S1 indicator was **55%**. Data obtained reveal that we attained **55.9%**, surpassing the negotiated level.

Puerto Rico composite performance for the 4S1 indicator was **89%**. The data provided evidence to have accomplished a level of **94.53%**, surpassing the negotiated level.

Puerto Rico composite performance for the 1S2 indicator was **45%**. The data submitted provided evidence that we reached a **39.94%** level of performance, failing to reach the negotiated level.

4. Implementing a Local Improvement Plan

The table below presents the improvement plan of activities that will be coordinated with the Assistant Secretary for Academic Affairs to address the 1A2 indicator in those CTE schools that have been already identified. These activities are mandatory by NCLB for schools that do not achieve their core indicators, which in term impact our CTE students that are enrolled in these schools. Since our CTE students are taking academic courses, PRDE is considering revising Puerto Rico's CTE core indicators targets, to align them with agreed upon targets between PRDE and USDE Office of Elementary and Secondary Education.

PRDE CTE Program Improvement Plan

Action/Activity	Responsible	Timeline
<i>Identify the schools that failed to meet the core indicators</i>	<i>State Director CTE</i>	<i>August 2008</i>
<i>Coordinate Efforts between Academic Affairs and CTE Programs</i>	<i>State Director CTE</i>	<i>September 2008</i>
<i>Review the problems facing these schools and address the factors within each school</i>	<i>State Director and local school director</i>	<i>October 2008</i>
<i>Identify the program that does not meet the core indicators</i>	<i>Planning Office</i>	<i>December 2008</i>
<i>Identify student and program needs</i>	<i>Local school director and Planning Office</i>	<i>September 2009</i>
<i>Identify the disaggregated categories of students and establish improvement goals</i>	<i>Planning Office</i>	<i>September 2009</i>
<i>Identify the strategies for each program within the school</i>	<i>State Director, local school director and Planning Office</i>	<i>September 2009</i>
<i>Review and revise results and established strategies for improvement</i>	<i>State Director, local school director and Planning Office</i>	<i>September 2009</i>