



**Commonwealth of Puerto Rico**

**State Plan for the Strengthening Career and  
Technical Education for the 21st Century Act  
(Perkins V)**

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## I. COVER PAGE

- A. State Name: **Commonwealth of Puerto Rico**
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:  
**Junta Estatal de Educación Ocupacional y Técnica**
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
1. Name: **Yolanda Cartagena**
  2. Official Position Title: **Auxiliary Secretary of Career and Technical Education**
  3. Agency: **Puerto Rico Department of Education**
  4. Telephone: **(787) 649-1793**
  5. Email: **cartagenaoy@de.pr.gov**
- D. Individual serving as the State Director for Career and Technical Education:
- ☒ Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
1. Name:
  2. Official Position Title:
  3. Agency:
  4. Telephone:
  5. Email:
- E. Type of Perkins V State Plan Submission - FY 2019 (Check one):
- ☐ 1-Year Transition Plan (FY2019 only)
- ☐ State Plan (FY 2019-23)

F. Type of Perkins V State Plan Submission - Subsequent Years (Check one):

- ☒ State Plan (FY 2020-23)
- ☐ State Plan Revisions, FY 2020
- ☐ State Plan Revisions, FY 2021
- ☐ State Plan Revisions, FY 2022
- ☐ State Plan Revisions, FY 2023

G. Special Features of State Plan Submission (Check one):

- ☐ WIOA Combined State Plan - Secondary and Postsecondary
- ☐ WIOA Combined State Plan - Postsecondary Only


H. Governor's Joint Approval of the Perkins V State Plan (Fill in text box and then check one box below): N/A for transition plan

Date Governor was sent State Plan for signature: **February 27, 2020**

Governor's Signature:

- ☐ The Governor has provided a letter that he or she is jointly approving the State plan for submission to the Department.
- ☐ The Governor has not provided a letter that he or she is jointly approving the State plan for submission to the Department.

- I. By signing this document, the eligible entity, through its authorized representative, agrees:
1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
  2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name)  <b>Yolanda Cartagena Ortiz</b>	Telephone:  <b>787-649-1793</b>
Signature of Authorized Representative  	Date:  <b>February 26, 2020</b>

## II. INTRODUCTION

The Strengthening Career and Technical Education for the 21st Century Act (Public Law No: 115-224, also known as Perkins V) was signed into law July 31, 2018, reauthorizing the Carl D. Perkins Career and Technical Education Act of 2006 and making available nearly \$1.3 billion annually for career and technical education (CTE) programs throughout the nation.

Of this, Puerto Rico's Department of Education will receive approximately \$19 million annually to ensure all students, who are attending a high school or a technical institute, have access to high-quality career and technical education (CTE) programs of study that are fully aligned with its economic and workforce priorities. This includes developing and promoting CTE programs that reflect the Island's high-wage, high-skill occupations in in-demand industry fields, so that all students are career ready when they graduate and can make an immediate impact on the Island's economic vitality.

In accordance with the U.S. Department of Education Office of Career, Technical and Adult Education's *Guide for the Submission of State Plans* (OMB Control Number 1830-0029), Puerto Rico is submitting this four-year State Plan that covers the program years July 1, 2020 – June 30, 2024 and represents an agreement between the Commonwealth of Puerto Rico and the United States Department of Education to assure the administration of CTE programs is consistent with both the state's goals, policies, and objectives, and with the federal laws and regulations.

### III. NARRATIVE DESCRIPTIONS

#### A. PLAN DEVELOPMENT AND CONSULTATION

##### ***A.1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V.***

As part of its effort to engage and obtain stakeholder feedback during the development of its Perkins V state plan, the Commonwealth of Puerto Rico (“Island”), Department of Education (“PRDE”) hosted meetings and conducted various focus groups and interviews, as well as released online stakeholder surveys. As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the Island’s public K-12 schools and its five technical institutes.

PRDE’s information gathering phase included engaging representatives from the following stakeholder groups. Information gathering included 1-1 meetings, focus groups, as well as online surveys.

- Perkins V Advisory Committee, which was composed of:
  - high school and technical institute (postsecondary) administrators and educators
  - parents
  - Island workforce agency administrators
  - Industry leaders, representing companies from various regions across the island, and
  - community organization leaders, serving youth (in-school and out-of-school), representing various regions across the island
- students, attending PRDE’s vocational high schools, representatively sampled
- secondary and postsecondary CTE regional coordinators
- secondary and postsecondary work-based learning regional coordinators
- Island and regional workforce development administrators
- representatives of business associations and individual small/medium businesses
- government and community administrators serving student members of special populations, including special education students, students without a stable home as defined under McKinney-Vento Act, and students who are economically disadvantaged, and
- government and community administrators of community-based organizations serving the needs of at-risk children and youth, including those youth who have dropped out of school.

During the information gathering phase and the drafting of the state plan, in addition to engaging the aforementioned stakeholder groups, the Secretariat of Education provided regular updates to the Governor’s Office.

In general, stakeholder 1-1 and focus group discussions centered on (a) existing secondary and postsecondary CTE programs and curricula, (b) CTE program implementation processes and definitions, (c) promotion of early postsecondary credit and student postsecondary matriculation rates, (d) equal student access to promoted and credentialed CTE programs, (e) K-14 education-to-workforce alignment, and (f) the roles of work-based learning, industry certifications, and career and technical student organizations as critical levers to demonstrate student learning and skills mastery. (Refer to Appendix A for a summarized list of stakeholder meetings.)



To complement the in-person stakeholder discussions, PRDE developed and released online surveys that targeted specific stakeholder groups. These groups included: parents, educators (secondary and postsecondary), employers, and community-based organizations. Each survey was developed to seek specific feedback on the perceived quality and alignment/relevance of existing PRDE CTE programs with the Island's economic and workforce priorities. Compiled survey responses offer the following compelling portrait. (Refer to Appendix B for survey templates.)

- All respondents, from all stakeholder groups, believed that a high-quality state CTE program should possess the following attributes:
  - All CTE programs and programs of study (secondary/postsecondary) should reflect high-skill, high-wage occupations in in-demand or growing industry sectors on the Island
  - All CTE programs and programs of study (secondary/postsecondary) should be aligned with the Island's economic and workforce priorities
  - All students should be provided opportunities to earn industry certifications that are valued by employers
  - CTE courses should be progressive, allowing learners to build on their academic, technical, and employability skills as they complete each course in the program of study, and
  - All CTE educators receive meaningful professional development and training to ensure their instruction is relevant and reflects the latest industry technical skills
- Based on these attributes, all respondents believed it was important that all learners have access to and experience this type of high-quality CTE program, and that PRDE must strive to achieve a high-quality program at both the secondary and postsecondary levels
- Work-based learning (WBL) was also viewed as a very important element of an education-to-occupation learning pathway; given the strong presence WBL already plays in student learning, respondents recognized the valued importance WBL plays in helping students develop meaningful work/employability skills; this sentiment was echoed strongly by both educators and employers
- Employers nearly unanimously called attention to the need for students to graduate with the right credentials and to possess both the technical skills and the employability skills to be "work-ready" at the time they apply for a job; most noted that currently it is very difficult to find these types of applicants, stating that applicants are often under-qualified with limited skills
- Though not directly tied to CTE, several employers called out the importance of students be well-versed in Spanish and in English, noting that student/worker mobility depends of the person's ability to conduct business in both languages
- Lastly, the majority of respondents from all stakeholder groups expressed a strong interest in helping to build a CTE program that was high-quality; most noted that they had a role and responsibility to help secondary schools and postsecondary technical institutes be successful so that the students would be successful

Stakeholder input was instrumental in identifying specific transformational program components that PRDE has decided to pursue under its Perkins V State Plan. Notably,

1. evaluating alignment of existing CTE programs and curricula with the Island's economic and workforce priorities and the setting of action steps to address misalignments
2. the identification of program quality indicator measures for work-based learning (WBL) and a program quality review of the agency's current WBL program to enhance performance and alignment
3. development of a Perkins Reserve fund to address targeted student performance level gaps, and
4. modifying the existing distribution ratio of formula dollars between secondary and postsecondary eligible recipients to allow for more Perkins funds to flow to the Island's technical institutes

***A.2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the Island's public K-12 schools and the Island's five technical institutes, as well as adult education.

Though no PRDE office or other state agency objected to any portion of the state plan, PRDE did decide to adjust the existing distribution ratio of allocated funds between secondary and postsecondary eligible recipients to allow for more funds to flow to the agency's technical institutes. The allocations will go from an 85-15 split to an 80-20 split. The adjustments will be incremental, spanning four fiscal years, starting with 2020-2021 fiscal year. The table included below identifies the adjustments that will be made during each fiscal year to reach the ultimate 80-20 split. No other funding allocations adjustments were identified.

Distribution of Funds				
	FY 2020	FY 2021	FY 2022	FY 2023
Secondary	84%	82%	81%	80%
Postsecondary	16%	18%	19%	20%

***A.3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)***

During late fall of 2019, PRDE released its Perkins V state plan for public comment as required by statute. (Refer to Appendix C for a copy of the public comment period communications.) The time period for public comment was from November 12 through January 16, 2020.

During the public comment period, the state plan was available online for review using the PRDE Perkins V webpage (<https://dedigital.dde.pr/course/view.php?id=116&section=9>). A feedback form was developed and placed on the webpage for reviewers to submit comments. In addition to the state plan's online presence, PRDE hosted public hearing meetings in concert with scheduled program director meetings to allow for public participation. Relevant feedback from those meetings was captured. (Refer to Appendix D for a summary of relevant comments.)

Additionally, PRDE held its final meeting with the Perkins V advisory committee during the open comment period and presented the plan for the committee's review and commentary. Any feedback that was received during this public comment period was reviewed and weighed for its relevance; modifications to the state plan narrative were made where appropriate in accordance with section 122(a)(4).

## **B. PROGRAM ADMINISTRATION AND IMPLEMENTATION**

### **1. STATE'S VISION FOR EDUCATION AND WORKFORCE DEVELOPMENT**

***B.1.a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)***

Puerto Rico's WIOA plan repeatedly calls out the role education must play in transforming the Island's workforce and in achieving the government's long-term economic goals. Of the nine capital investments identified in the Island's WIOA plan, the transformation of public education was identified. Specifically, the plan states:

*[Puerto Rico must create] competitive graduates with knowledge and skills needed to adapt to changes in the economy, environment, and technology. Education is a cornerstone of Puerto Rico's economy, society, and political systems. Its purpose is to build and sustain the knowledge and skills needed to ensure that individuals, communities, and key institutions can adapt to changes in the world economy, the environment, and technology.*

*Puerto Rico now has the opportunity to fundamentally transform its education system in a way that improves student outcomes, supports the development of children, youth and adults, and supports its vision of economic and social development moving forward. [This can be accomplished by] 1. Upgrade school infrastructure to support resilience and sustainability 2. Increase [K-14] access to vocational, technical, and career education and*

*strengthen school-to-work transitions 3. Promote pre-school and out-of-school learning opportunities 4. Strengthen systems to support new education reform package.*

In addition to funding local workforce training through regional workforce development boards, in partnership with PRDE's adult education office, the Puerto Rico Department of Labor and Human Resources (PRDL) has pursued several high-profile activities that PRDE has worked to align its CTE programming in order to provide further support. The following State-sponsored workforce development activities are highlighted examples of this partnership:

- One Stop Career Center of Puerto Rico. This initiative promotes job placement and provides workforce training opportunities to various industry sectors. The trainings focus mainly on assisting individuals who have an arrest record and have a higher likelihood of being unemployed or underemployed due to their arrest history. In addition to providing workforce training, the center provides training and counseling on employability skills social and emotional development, and effective ways to enter the workforce. The Center references CTE coursework to assist with the work skills trainings.
- Single Management Center. PRDL, in partnership with the municipality of Bayamón, has created this center to assist area residents in obtaining guidance and information on careers, job seeking skills, and occupational counseling. Given that children of these clients attend local and area secondary schools and technical institutes, PRDE supports the aligning of learning and skills development that is taking place within families, including work-based learning. Occupational and school counselors also work together, where appropriate, to help align learning for family members.

Recent legislation was passed that requires PRDL to create workforce training programs for members of special populations. This legislation is administered by the Job Opportunities Promotions Office and has been identified as the Salary Incentives Law. Through this measure the agency provides training and re-training opportunities to out-of-workforce individuals and individuals with special needs. PRDE will be working to coordinate additional supports given the shared demographics.

PRDL also offers a variety of workforce conferences, job fairs, and training and occupation workshops, which enables PRDE to support and assist in these offerings as well. The agency also publishes a digital magazine that contains labor market emerging technologies and trends, and which can be utilized in CTE classrooms as supplemental instructional and guidance materials.

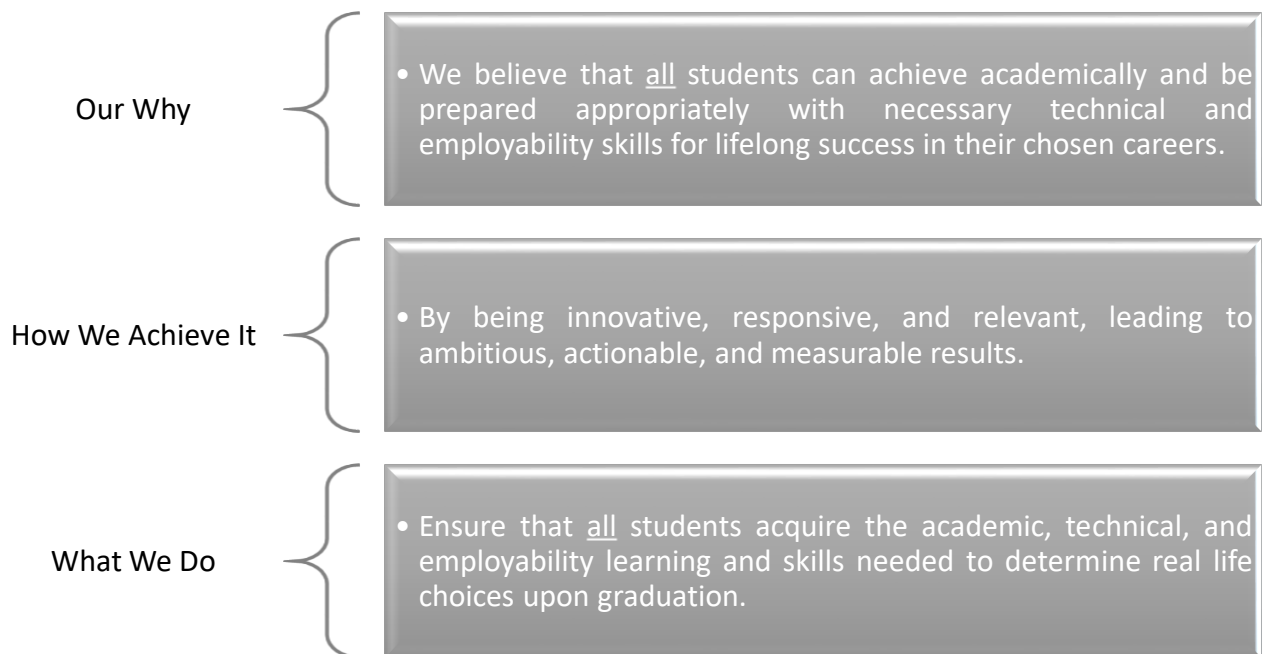
***B.1.b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the Island's public K-12 schools and five technical institutes. Across all of its priorities, PRDE strives to ensure that all students, particularly students of special populations, receive equal access to rigorous learning and skills development, so that by time of graduation, all learners are well-prepared for their opportunities and choices and are contributing members to the Island's overall wellbeing.

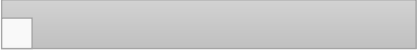
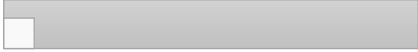
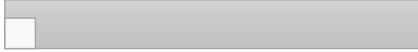
In full support of this overall agency focus, the PRDE Office of Career and Technical Education has adopted the following strategic vision and priority goals. This strategy was adopted as a result of work associated with the development and implementation of PRDE's approved Perkins V transition year state plan and the stakeholder information gathering phase associated with the development of the Perkins V four-year state plan. The vision and priority goals reflect a commitment to all student subpopulations.

In acknowledging the tremendous opportunity Perkins V provides to (a) thoroughly evaluate existing CTE-related programs, processes, and curricula and (b) use that information to create better education-to-career learning pathways that will lead to a more learned and skilled workforce, PRDE has adopted the following strategic vision and priority goals.

#### **Strategic Vision**



To support this strategic vision, PRDE has identified three priority goals to drive the transformative work that is embedded throughout this state plan. These goals are:

Priority 1	Priority 2	Priority 3
		
<input type="checkbox"/> Ensure the development and promotion of a high-quality (K-14) state CTE program fully aligned with high-skill, high-wage economic and workforce priorities and needs of Puerto Rico.	<input type="checkbox"/> Establish program quality indicators, data metrics, and data collection methodologies that accurately report student participation, attainment, and achievement rates associated with the state CTE program.	<input type="checkbox"/> Develop and utilize program and funding accountability protocols and guidance to a appropriate alignment with state CTE program priorities.

To ensure that these goals are achieved, PRDE will develop and deploy a multiyear work plan to drive the policies and programming needed to transform CTE. Expounding on this, PRDE's postsecondary technical institutes acknowledge their own unique role in supporting the Island's economic and workforce priorities:

*To meet the workforce and industry demands of the island and the regional area each college serves, our diverse technical education programs will assist in the development of a skilled workforce by training students with the skills, knowledge, and professionalism necessary for their area of study. To achieve this, we are committed to ensuring our skilled students can work autonomously, and in a team, with a high sense of self-confidence. We also work to provide all of our students with necessary support services that facilitate the completion of their chosen programs and the awarding of industry valued credentials.*

As these statements reflect, PRDE possesses a clear commitment to developing and promoting a K-14 state CTE program that is aligned with the Island's economic and workforce priorities. This commitment is woven through all that the agency does for the greater betterment of its students and their communities and is done in concert with, and support by, the Department of Labor as highlighted in section B.1.a.

To support attainment of PRDE's strategic vision and goals will be the State Career and Technical Education Board, which was established under Article 12.02 of the 2018 Puerto Rico Education Reform bill (3 L.P.R.A. § 9812a) and which serves as the Island's state eligible agency. Part of the responsibilities of the board include ensuring that PRDE complies with all requirements set forth Perkins V.

***B.1.c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment***

***under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)***

In addition to the ongoing supportive efforts of the state and regional workforce development boards with their area education partners, the Island's continued implementation of its WIOA plan serves as an essential lever to reinforcing joint planning, alignment, and funding (where appropriate) between government agencies. Given that WIOA is intended to prioritize strategies that will identify and reinforce results-driven workforce approaches, PRDE and the Department of Labor and Human Resources (PRDL) regularly meet to discuss program and funding protocols. Of particular note, over the course of the past few years, PRDE and PRDL have been working jointly to address adult workforce training, secondary and postsecondary CTE programs and earned credentials, and progressive work-based learning experiences at the K-14 level.

With the submission of the Perkins V state plan, this collaboration is expected to strengthen further. Both entities aim to continue advancing programs that equip all learners who enroll in CTE coursework with the skills and knowledge necessary to support in demand occupational sectors on the Island. PRDE will also lean in with PRDL to develop supportive guidance for PRDE secondary schools and postsecondary technical institutes on how to utilize local and regional industry sector data to identify high-skill, high-wage, and in-demand workforce priorities and to align them appropriately with education-to-career learning pathways. This guidance will complement the requirements associated with the Perkins local needs assessment and local application in order to drive a deeper cross-agency focus on alignment, planning, and leveraged use of funds. The Secretariat is in the process of creating a guidance protocol, which will require naming one or two staff members per school. These individuals will aid in the process of identifying the root causes of underperforming outcomes. With this information, schools will be required to develop strategies to improve the quality of their CTE programs and programs of study. The Local Comprehensive Needs Assessment (CLNA) will also serve as an aid to identify misalignments between ESSA and Perkins V, which will need to assess through the eligible recipient's local application. Specific to adult education and workforce training, PRDE is in the process of creating a strategic plan with PRDL. The plan will seek to reinforce opportunities within PRDE's system that will provide education and upskill workforce training to high-risk adults identified under WIOA and Perkins. These available opportunities will be aligned with local workforce and industry needs and will be focused on moving more skilled adults into full-time employment.

Given that PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the Island's public K-12 schools and five technical institutes, PRDE is uniquely positioned to ensure the full alignment of the Island's existing ESSA state plan with its proposed Perkins V state plan. Additionally, the Island's current HEA state plan reflects the full commitment of its 2 and 4-year institutions in support of its K-12 system. With the implementation of the Island's Perkins V state plan, PRDE and its sister state agencies are focused on building stronger secondary-postsecondary alignment with workforce opportunities.

***B.1.d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. (Section 122(d)(7) of Perkins V)***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the Island's public K-12 schools and five technical institutes. This oversight includes all secondary schools and postsecondary technical institutes that receive Perkins federal funds. From amounts reserved under section 112(a)(2), which is not more than 10 percent of PRDE's allocated funds, PRDE plans to use the funding in the following manner:

***(1) Conduct State leadership activities to improve career and technical education, which shall include support for***

***A. preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations***

PRDE will utilize a percentage of its state leadership funds to develop and launch an ongoing, robust marketing campaign targeting various student subpopulations that are underrepresented currently in PRDE CTE program pathways at the secondary and postsecondary levels. The marketing campaign will focus on informing students, particularly students interested in non-traditional fields and members of special populations, about the value-add of various potential occupations that are high-skill and high-wage in in-demand fields.

The marketing campaign will also target secondary and postsecondary faculty, as well as administrators, and external stakeholders, such as employers and community-based organizations to enlist these influential groups in supporting and affirming student awareness, recruitment, and accessibility to all promoted CTE programs and programs of study that reflect high-skill and high-wage in in-demand fields.

***B. individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities***

PRDE will evaluate, in concert with the Island's correctional and juvenile justice facilities and other government agencies, its existing educational funds to ensure that the funds support the full intent of Perkins V and its enhanced focus on special populations. Based on the evaluation, adjustments will be considered.

***C. recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and***

PRDE currently promotes several recruitment, preparatory, and retention initiatives to identify, hire, and support its K-12 and postsecondary faculty. This includes CTE-related faculty at both the secondary and postsecondary levels. As with every state/territory,



PRDE faces ongoing teacher/faculty shortages, and these shortages are more acute in specialized fields. Shortages are also felt with support personnel and paraprofessional positions, which are vital conduits and supports for students, parents, and educators.

At the postsecondary level, leadership funds are, and will continue to be, used to pair faculty with employers in externship-style experiences. The experiences are designed to strengthen faculty awareness and expertise their fields.

As PRDE continues to pursue a K-14 CTE program portfolio that is fully reflective of the Island's high-skill, high-wage occupations in in-demand industries and the agency's strategic vision and priority goals, more targeted educator and support staff recruitment, hiring, and retention initiatives may need to be developed. PRDE plans to work with its secondary and postsecondary administrators, as well as external stakeholders, to identify innovative approaches that can be funded and sustained.

***D. technical assistance for eligible recipients***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, identifies and prioritizes appropriate technical assistance in partnership with its secondary high schools and postsecondary technical institutes. Utilizing Perkins V leadership funds, PRDE will seek ongoing opportunities to further support its schools and institutes in order to achieve its vision and set priorities.

***(2) Report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).***

PRDE plans to utilize leadership funds to enhance its current Perkins data collection and information system to ensure it fully meets the reporting requirements of Perkins V, while enhancing the level of data transparency with its secondary schools and technical institutes.

**2. IMPLEMENTING CAREER AND TECHNICAL EDUCATION AND PROGRAMS OF STUDY**

***B.2.a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the Island's public K-12 schools and six technical institutes. For purposes of this state plan, an "eligible recipient" is a public secondary school or postsecondary technical institute.

PRDE is committed to ensuring students, who participate in and complete CTE-related programs and programs of study at the secondary level and postsecondary level, acquire relevant academic and

technical learning and employability skills, along with meaningful credentials, that reflect the Island's economic and workforce priorities.

Presently, PRDE supports 48 CTE programs/programs of study within 13 identified national industry career clusters for secondary education and 17 associate degrees and 2 technical certificates for postsecondary education. These offerings reflect the Island's core economic priorities. Though no changes will occur to the existing secondary or postsecondary CTE programs and programs of study that are planned for SY/FY 2020-2021, PRDE plans to undertake an extensive program evaluation of its current secondary CTE programs of studies and its current postsecondary CTE credentialed programs. The evaluation will examine all aspects of PRDE's promoted CTE program to ascertain where program and curriculum misalignments or gaps may exist between its current offerings and the Island's high-skill, high-wage economic and workforce priorities and demands.

PRDE will use the results of the evaluation to develop a strategic approach to reimagine and redesign its secondary and postsecondary CTE programs and programs of study to ensure all program offerings are sequential and progressive, and that they reflect rigorous academic and technical learning and skills aligned with the current and projected economic and workforce priorities and demands. It is expected that any initial CTE programs/programs of study revisions, stemming from the evaluation, will be phased in starting SY 2021-2022. All revisions will be completed no later than SY 2023-2024.

(Refer to Appendix E for a list of PRDE's currently supported CTE programs and programs of study at the secondary level and refer to Appendix F for a list of postsecondary CTE programs and programs of study supported by PRDE's five postsecondary technical institutes.)

***B.2.b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1327 will -***

***B.2.b.i. promote continuous improvement in academic achievement and technical skill attainment;***

***B.2.b.ii. expand access to career and technical education for special populations; and***

***B.2.b.iii. support the inclusion of employability skills in programs of study and career pathways.***

As stated, PRDE is committed to ensuring all K-12 and postsecondary students, who participate in and complete CTE-related programs, acquire relevant academic and technical learning and skills, along with meaningful credentials, that reflect the Island's economic and workforce priorities.

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the Island's public secondary schools and postsecondary technical institutes that receive Perkins federal funds. Since PRDE operates as a unitary system, it has the authority to develop and approve all CTE programs (secondary and postsecondary) at the central, agency level.

Historically, this has allowed PRDE to maintain control over the quality of all promoted CTE programs. At the secondary level, this means that CTE programs and programs of study must include three essential components:<sup>1</sup> participation in the economic sector (i.e. work based learning), articulation/dual enrollment agreements, and postsecondary and career counseling programs for students. At the postsecondary level, this means that all credentialed programs must be fully aligned with workforce priorities, and that all graduates are deemed ready for immediate hire, possessing the technical and employability skills required by employers. Given this, PRDE strives to provide its secondary schools and postsecondary technical institutes with an array of CTE program offerings.

Presently, if a PRDE secondary school or technical institute wishes to submit its own locally developed CTE program or pathway, there exists no agency procedural recourse that allows this option. Current state guidance provides only the option to request alterations to the agency's CTE pathway offerings, which must be submitted for approval to the Auxiliary Secretariat of Career and Technical Education.<sup>2</sup>

However, as part of the planned CTE program evaluation, PRDE will assess the value-add of creating a formal local program/program of study and course application and process for its secondary schools and postsecondary technical institutes. If pursued, PRDE would commit to ensuring that the application form and process requires applicants to validate how the proposed program fully meets the size, scope and quality requirements as specified in the plan. This includes providing full, detailed assurances that the proposed program will provide equal access for student special populations subgroups.

As part of the plan to promote equal access to special populations and continuous improvement, eligible recipients will need to review and analyze data gathered throughout the PRDE's digital platforms. This information will be used for various purposes such as (1) to recognize opportunities for growth and improvement within each program of study; and (2) identify the root cause for performance problems. Providing equal access to education has been identified as one of the PRDE's priority. Diverse working groups within the Department are generating collaboration strategies to ensure that resources and learning experiences are available for all students, including special populations.

***B.2.c.i Describe how the eligible agency will make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand.***

Through formal career exploration experiences, guidance, and courses starting as early as middle school, PRDE has undertaken an ongoing communications approach to ensure all stakeholders, particularly

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<sup>1</sup> Public Policy Compendium, Series A 100, p. 38

<sup>2</sup> As indicated in the Public Policy Compendium, Series A 100, p. 39.

students and parents, are aware of their CTE-related options, so informed decisions can be made along every student's learning continuum.

This approach includes detailed student course progression plans reflecting PRDE's secondary CTE programs and programs of study and postsecondary CTE programs, as well as information on various industries and occupations. (Refer to Appendix G for a sample plan.) The agency also provides ongoing communications and training to its secondary school counselors and postsecondary career guidance counselors, so they can provide accurate advisement to students in the selection of their intended program. For secondary students, this includes explaining the roles that work-based learning, industry-valued certifications, and early postsecondary credit can play in their continued career readiness development.

At the postsecondary level, in addition to promoting an online presence through various social media sites and apps, PRDE's technical institutes: (a) host open houses for potential students and their families, as well as other community stakeholders; (b) have admissions and student advising staff, as well as faculty, make regular visits to all high schools across the island; and, (c) attend CTSO conferences and college expos to meet with high school students and share what credentialed CTE-related programs are available to continue their learning after high school.

Overall, PRDE utilizes different methods of communications according to the initiative or information that need to be disseminated. As part of its Public Policy Compendium, PRDE utilizes an information dissemination committee. The information dissemination committee is composed of PRDE communications staff, CTE administration, and CTE educators who serve in various administrative and programmatic roles.

Annually, the committee meets and is responsible for preparing a yearlong CTE communications plan reflective of ongoing curriculum offerings and student events, such as open houses, job fairs, CTSO competitions, and school/college visits. All developed communications are reviewed to ensure that the information is accessible, understandable, and relatable to all students and parents.

These communications are created and published largely in Spanish as the majority of Puerto Rican students, parents and community members are native Spanish speakers; however, when needed, these communications can also be provided in other languages, including English.

Though this communications process works, as part of PRDE's evaluation of its overall CTE program, the agency has examined current communications approaches and resources and has identified areas that can be strengthened. Some of these areas include:

- New CTE program templates, so they are easier to understand and are more attention catching
- Development of a dedicated K-14 CTE webpage on PRDE's website for various stakeholder groups to promote (a) all offered CTE programs at the secondary and postsecondary levels, (b) supportive programs and services such as CTSOs, work-based learning, and early

postsecondary credit opportunities, and (c) links to PRDL's economic and workforce reports and data to support data-driven decision making at the local and regional levels by stakeholders

- Increasing and enhancing the use of PRDE's official social media outlets, such as Facebook and Twitter, to reach more constituents. In addition, all PRDE secondary schools and postsecondary technical institutes will be trained and encouraged to utilize their official social media platforms to promote greater community awareness
- Having an increased presence at relevant community meetings to promote CTE offerings to community members and discuss various opportunities to (re)enroll in a credentialed program, receive workforce upskill training, or support their children in making informed education-to-career learning pathway decisions, and
- Ensuring that CTE-related information will be part of the Secretariat's regular meetings and external communications talking points

***B.2.c.ii. Describe how the eligible agency will facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points.***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the Island's public K-12 schools and five technical institutes. For purposes of this section, the "eligible agency" is PRDE and an "eligible recipient" is a public secondary school and postsecondary technical institute.

For PRDE, a successful CTE program allows for (a) strong vertical alignments between its secondary schools and postsecondary technical institutes and (b) local and regional high-skill, high-wage workforce priorities to be fully reflected in what is being offered. When this alignment is achieved, all students, particularly those who fall under special populations, are able to have multiple entry and exit points as they progress along their learning pathways, leading to various valued credentials. PRDE is committed to reaching this level of quality as reflected in its stated strategic goal and priorities (reference B.1.b).

The primary means by which PRDE promotes collaboration among eligible recipients is through the annual CTE local application process. For PRDE's secondary schools and postsecondary technical institutes, specific core application requirements are tied to program collaboration, articulation agreements, and student matriculation between secondary schools and postsecondary institutions. Additionally, secondary and postsecondary performance level indicators address program completion and post-graduate placement rates, which directly reflect the depth of program coordination between eligible recipients and the centralized policy and program guidance provided by the agency.

In addition to the local application process, PRDE will continue to rely on the Department of Labor, local/regional workforce development boards, and its various industry advisory councils to facilitate the identification of vertically aligned CTE programs and programs of study necessary for the Island's economic and workforce priorities. Going forward, PRDE will place an increased emphasis on strengthening collaboration between its secondary schools and postsecondary technical institutes by convening representatives from both levels on a more regular basis to discuss policy, program, curricula, and funding issues, so there is a more seamless movement of students through the system.

***B.2.c.iii. Describe how the eligible agency will use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate.***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the Island's public K-12 schools and five technical institutes. For purposes of this section, the "eligible agency" is PRDE and an "eligible recipient" is a public secondary school or postsecondary technical institute.

PRDE currently utilizes the Puerto Rico Department of Labor and Human Resource's (PRDL) *Labor and Employment Statistics* data, as well as the Puerto Rico Department of Economic and Commerce Development's (PRDECD) identified economic priorities, to assess the degree of alignment between the agency's promoted CTE programs at the secondary and postsecondary levels and the Island's stated economic and workforce priorities.

Going forward under Perkins V, by consulting PRDECD's economic priorities, PRDE will identify specific growth sectors across industries. Once identified, the agency will analyze PRDL labor data to pinpoint high-skill, high-wage occupations that are in in-demand sectors, as well as job vacancy rates, education levels, and projected growth tied to these occupations and sectors. These analyses will occur annually and will be used to make necessary revisions to the agency's promoted secondary and postsecondary CTE programs.

All eligible recipients will be provided these links, as well as guidance developed by PRDE and PRDL, to support completion of all required documents under Perkins V. The CLNA exercise will require PRDE secondary schools and postsecondary technical institutes to review their currently offered CTE programs and evaluate the alignment of each program against available workforce data. Additionally, the Perkins local application will require annually that secondary schools and postsecondary technical institutes describe and provide documentation of all purported economic and labor market alignments with their proposed CTE programs.

Any misaligned CTE programs will need to be carefully analyzed by the recipient to determine what changes will need to be made in order to qualify for funding under Perkins - before submitting a local application. As mentioned, PRDE will provide a list of approved sources and guidance for recipients to

document the alignment of their programs to occupations based on Island, regional, and/or local economic and labor market data.

***B.2.c.iv. Describe how the eligible agency will ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations.***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the Island's public K-12 schools and five technical institutes. For purposes of this section, the "eligible agency" is PRDE and an "eligible recipient" is a public secondary school or postsecondary technical institute.

All secondary and postsecondary eligible recipients' Perkins-funded programs and programs of study must reflect the size, scope and quality requirements that PRDE has specified in its Perkins V state plan. This includes ensuring equal access to those CTE programs and programs of study, particularly special populations students. The adherence to these requirements will be assured by each eligible recipient at the time they submit their local application for approval. Failure to adhere to these assurances could result in a recipient being labeled out-of-compliance, which may result in a loss of funding if corrective action is not taken immediately.

All PRDE secondary high schools and postsecondary technical institutes adhere to all federal education acts, including Perkins, IDEA, ESSA and McKinney-Vento. Additionally, PRDE postsecondary technical institutes are also bound to various federal and state policies. These include Administration of Vocational Rehabilitation, the Office of the Attorney General of Persons with Disabilities, the Attorney for Women and the Aging, Ombudsman's Public Policy, and United States Office of Veterans Affairs.

PRDE provides its secondary high schools and postsecondary technical institutes with technical assistance, including training and publications, to meet the needs of special population students. Please refer to section B.3.a(i-iv) for more detailed information on how PRDE will ensure that the academic needs of all individuals, who are members of special populations, are met.

***B.2.c.v. Describe how the eligible agency will coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate.***

PRDE will regularly inform and seek guidance from the State Career and Technical Education Board on the development of new career pathways. Given that the Island promotes a unitary education system, however, PRDE serves as the coordinating agency in the development of education-to-career pathways at the local, regional, and state levels for both secondary and postsecondary.

The Island's state and regional workforce development boards are active collaborators with PRDE in the identification and development of career pathways at both the secondary and postsecondary levels. All technical institutes utilize their local/regional workforce boards to review and revise their credentialed programs on an annual basis. This annual review also includes analyzing projected workforce trends that could lead to the development of new credentialed CTE programs.

Complementary to these engagements, PRDE also is actively engaged in the Island's workforce boards through the Island's current WIOA state plan. Under the agency's WIOA state plan, career pathways are identified as a viable economic and workforce solution to strengthening the Island's public sector occupations and industries. The shared program coordination and support between the two agencies allow for all identified career pathways (credentialed programs or workforce trainings) to be aligned with one another at the secondary, postsecondary, and workforce levels.

***B.2.c.vi. Describe how the eligible agency will support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities.***

PRDE has undertaken a multilevel collaborative approach to support and provide meaningful work-based learning experiences for its students. This approach seeks to enhance existing partnerships between secondary schools, postsecondary institutions and employers, while incentivizing new partnerships, to provide more rich, robust, and diverse career experiences for students.

The development of a PRDE-supported apprentice program at the postsecondary level will serve as one of the new collaborative efforts being undertaken to leverage employer-educator expertise. The program, which will pilot in the agricultural industry sector, will provide students both occupational components as well as industry practice. The technical institutes will also continue building out their external partnerships to further support and expand meaningful career-based experiences outside of the classroom, such as internships, job fairs, and interview prep workshops.

In addition, PRDE is in the process of establishing alliances with community-based organizations (CBOs) to support student awareness of career opportunities and student development of core employability skills that are essential to successful work experiences while in school and after graduation. CBOs and nearby schools will be paired to ensure greater student access and participation.

Complementary to this collaborative stakeholder approach, PRDE is also currently revising its existing work-based learning (WBL) program guidance to align with Perkins V language and requirements. This includes (a) providing clearer guidance on what constitutes a PRDE-sanctioned continuum of progressive, relevant WBL experiences that span K-14, (b) defining and supporting appropriate employer-student engagement, and (c) streamlining the accountability process to track student placement and accumulated



hours for purposes of Perkins V reporting. The broader agency WBL program guidance will also apply to PRDE's postsecondary technical institutes to ensure a seamless vision and clear expectations for all PRDE educators, administrators, employers, and other external stakeholders.

It is also important to call out that work-based learning is embedded in the size, scope and quality requirements for both secondary and postsecondary as specified in the plan. And, work-based learning is the chosen program quality indicator for secondary. To support attainment of this directed focus on work-based learning, the State Career and Technical Education Board, which was established under Article 12.02 of the 2018 Puerto Rico Education Reform bill, will work with PRDE to evaluate the program's effectiveness and ensure its success.

***B.2.c.vii. Describe how the eligible agency will improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)***

To further improve the academic and performance outcomes of all students who enroll and concentrate in CTE programs and programs of study at the secondary and postsecondary levels, particularly for special populations students, PRDE will leverage the Perkins V local needs assessment and local application. By leveraging these, PRDE will define and set expectations for all eligible secondary high schools and postsecondary technical institutes. This includes ensuring eligible recipients' identified CTE programs and programs of study fully meet the size, scope and quality requirements as specified in the plan and provide detailed assurances that any proposed program provides equal access for student special populations subgroups.

Where appropriate, PRDE will also affirm the alignment of Perkins definitions on student performance with existing agency definitions and measures, which were developed in response to state and federal guidance, including ESSA, HEA (Higher Education Act), and WIOA. This will ensure that there is (a) a consistent set of expectations for all stakeholders and (b) PRDE does not inadvertently establish separate and unequal expectations for students who enroll and concentrate in CTE programs and programs of study at the secondary and postsecondary levels.

Statistically, members of special populations, as defined through Perkins V, are considered high-risk students. This means they have a higher likelihood of underperforming academically, dropping out of school, and/or failing to complete school at both the secondary and postsecondary levels. Though there are many factors that play into a student being at (or becoming) high-risk, early intervention and ongoing monitoring are proven approaches to reducing the number of individuals who fall into this designation.

In 2014, to proactively identify students, who are at high-risk of falling behind their peers or dropping out, Puerto Rico passed Act 37, which established the School Retention Care Unit or "UnARE." The purpose of

UnARE is to support PRDE in identifying students, who are showing high-risk patterns of behavior, and applying personalized intervention approaches to reverse this negative course. These patterns include:

- absenteeism
- tardiness and class cuts
- low academic performance
- repeated course or grade levels
- slow credit attainment causing a student to fall behind their peers
- at-home issues, including domestic concerns and nutritional issues

UnARE staff work with the school, the student, and the student's family to map out a course of action to support the student. This may include working with other government agencies and community-based organizations to address issues outside the purview of PRDE.

While targeted remedial services and other supports are important and funded through other initiatives, PRDE will engage in additional efforts to thoroughly expand its practices and policies for those youth who are homeless. This includes:

- issuing additional development and policy guidance to schools on approaches to ensure homeless students are supported and administrative barriers are removed
- promoting targeted supplemental remedial services and other supports to assist students with staying on track with their learning
- providing opportunities to access and enroll in advanced placement courses, including dual enrollment, so they can accelerate their learning
- providing targeted advisement and counseling to support the student academically as well as socially and emotionally
- offering alternative educational opportunities, which are flexible through online learning, credit recovery, remedial, independent study, employment internship, and supplemental instruction
- exposing students to financial management, technological literacy and entrepreneurial courses and skills development to better reinforce life skills, and
- developing and providing ongoing technical assistance and training to administrators, support professionals and educators on supporting students who are homeless.

On an annual basis, PRDE reviews and revises its policies to ensure that any barriers to identification and student enrollment, such as the student's ability to provide immunization records, evidence of residency area, birth certificate, medical and academic records, or other issues that may impede a homeless student from attending, are removed. PRDE's office for Homeless Children and Youth (HCY) official policy establishes requirements that all school directors must ensure the immediate enrollment of any student experiencing homelessness regardless of what administrative information the student may lack at time of registration.

For students with disabilities, PRDE will continue to implement its existing agency policies and program supports, as promoted by the agency and through its current IDEA state plan, to address and improve the

performance of students who require various levels of accommodation to complete their coursework, including competency-based work, and to graduate. Please refer to section B.3.a(i-iv) for more detailed information on how PRDE will ensure that the needs of all individuals, who are members of special populations, are met.

PRDE's technical institutes also deploy additional interventions to support student retainment and program completion for special populations students. This includes implementing accelerated learning pathways to reduce the amount of time needed to graduate with an earned credential; needs-based scholarships for members of special populations; and reduced or waived fees for specific high-risk student populations, including students who are single and pregnant.

***B.2.d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)***

PRDE does not offer any early college high schools; however, the agency currently promotes two approved early postsecondary credit program options: (1) dual enrollment and (2) advanced learning validation.

The dual enrollment program between its secondary schools and various postsecondary institutions allows students to take courses at a postsecondary institution and obtain academic credits at both the secondary level and postsecondary level. Presently, PRDE's six technical colleges and eight of the 11 University of Puerto Rico campuses have agreements with PRDE to allow high school students to enroll in collegiate-level courses for credit (Refer to Figure #1 and #2 below). The technical institutes allow students to take up to 9 credits at any PRDE institute. Similarly, the agency has established procedures for students with low GPAs to enroll in the technical institutes, while the student commits to an improvement plan raise their average while in school.

The advanced learning validation program allows secondary students to enroll in advanced level courses that relate to their chosen postsecondary preparation. Once students have passed these courses, if they choose to matriculate to college, their passing grade will count, and they will not be required to repeat the courses.

By any measure, the agency's dual enrollment program is an untapped opportunity for secondary students to advance their learning, particularly those who concentrate in CTE. Despite the ongoing promotion of this offering, student participation rates remain stubbornly low. To determine the root cause of these low participation rates, PRDE consulted with its faculty. The agency concluded that current promotional efforts are not correctly targeting student interests or fully explaining the value-add for taking a dual enrollment course. To help address this, marketing promotional focused on local and/or regional offerings will be developed, since it was noted that students do not respond to course offerings that seem to be far from their current community. Additional communications will need to be developed and a greater emphasis needs to be placed on (1) identifying early postsecondary credit opportunities through student plans and (2) the advisement offered by educators and counselors to students and their families. PRDE has also

designated early postsecondary credit attainment as a qualifier for Perkins reserve funding for eligible recipients for this current fiscal year/school year.

Figure # 1:

Region	Articulation UPR
Arecibo	55
Bayamón	119
Caguas	59
Humacao	98
Mayaguez	75
Ponce	64
San Juan	112
<b>Total</b>	<b>582</b>

Figure # 2:

Technical College	Articulation participation
Guayama	17
Manatí	23
Ponce	58
San Juan	117
ETH	93
PRAMI	6

PRDE is committed to increasing the number of secondary students who successfully obtain early postsecondary credit and matriculate to a postsecondary institute and earn a valued credential. This will remain a priority over the course of the Perkins state plan and will be an expected component of each eligible secondary school's local application.

***B.2.e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)***

Under Perkins V, ongoing engagement with external stakeholders must occur, and the engagement cannot be superficial or minimal. Stakeholders will include representatives of government and other community organizations and individuals who were engaged in the state plan development as statutorily required. This is a welcome opportunity to identify and utilize various expertise to drive high-quality CTE programs and programs of study at the secondary and postsecondary levels.

Under Perkins V, the two most significant levers of external stakeholder engagement are in the development and completion of an eligible recipient's CLNA and local application. Though these processes are driven by eligible secondary high schools and postsecondary technical institutes, given the unitary nature of the education system, the results have a direct impact on PRDE, which oversees them.

In addition, PRDE will be undertaking an extensive program evaluation of its current secondary CTE programs of studies and its current postsecondary CTE credentialed programs. The evaluation will examine all aspects of PRDE's promoted CTE program to ascertain where program and curriculum misalignments or gaps may exist between its current offerings and the Island's high-skill, high-wage economic and workforce priorities and demands.

To conduct this overall evaluation and then distill its results, PRDE will be enlisting the support and expertise of various external stakeholders. Stakeholders will include representatives of government and other community organizations and individuals who were engaged in the state plan development as statutorily required. Their active participation will be critical in identifying program gaps and misalignments, as well as program quality issues, that are hindering learners from fully experiencing and completing high-quality CTE education-to-occupation learning pathways aligned with the Island's economic and workforce priorities. It is expected that once this initial, robust evaluation is completed, PRDE will initiate annual program quality reviews and will engage external stakeholders in that process.

***B.2.f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the island's public K-12 schools and five technical institutes.

The PRDE local application template is submitted as Appendix H. Training, in addition to the guidance and instructions already embedded in the template, will be created for eligible recipients to inform their writing and completion of their local applications.

***B.2.g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V.***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the island’s public K-12 schools and the island’s five technical institutes.

The PRDE CLNA template is submitted as Appendix I. Distinctions between secondary and postsecondary needs assessment requirements are noted in the template. Training, in addition to the guidance and instructions already embedded in the template, will be created for eligible recipients to inform their writing and completion of their CLNAs.

***B.2.h. Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the island’s public K-12 schools and five technical institutes.

Definitions of size, scope, and quality have been crafted for all eligible secondary and postsecondary recipients of Perkins funds. All recipients receiving Perkins funds will be required to meet these definitions as verified through their submitted and approved comprehensive local needs assessments and local applications. PRDE’s definition of size, scope, and quality are described as follows:

PRDE - Secondary

SIZE
<p><u>Middle School</u></p> <ul style="list-style-type: none"> <li>• Provide a middle school career exploratory course or modules (as identified by PRDE) that assesses their career interests and introduces them to CTE programs and programs of study available at their feeder high school(s)</li> </ul> <p><u>High School</u></p> <ul style="list-style-type: none"> <li>• Provide an opportunity for all students to take at least three CTE courses that are progressive in a single CTE program or program of study</li> <li>• Possess sufficient classroom and lab/workshop facilities and equipment to serve all students registered for the course, including students requiring accommodations</li> </ul>
SCOPE
<ul style="list-style-type: none"> <li>• Engage local and/or regional employers to ensure that high-skill, high-wage workforce opportunities are being met through offered CTE programs and programs of study</li> <li>• Offer CTE courses that earn students postsecondary credit with a technical institute or other</li> </ul>

<p>postsecondary entity</p> <ul style="list-style-type: none"> <li>• Offer CTE programs and programs of study that allow students to acquire industry-valued certifications reflective of their chosen area of study</li> <li>• Provide all students opportunities for work-based learning experiences; these may occur in school, at a worksite, in the community, or virtually, if necessary</li> <li>• Provide all students opportunities to participate in a CTSO aligned with their chosen CTE program of study, including students requiring accommodations</li> </ul>
QUALITY
<ul style="list-style-type: none"> <li>• Offer only CTE programs and programs of study that are vertically aligned with credentialed programs at the postsecondary level</li> <li>• Provide sufficient opportunities for all students to meet or exceed established performance level targets</li> <li>• Provide CTE educators with: (1) ongoing training and PD on high-quality instructional practices that support student academic growth and technical and employability skills attainment, and (2) externships or other innovative approaches that ensure they maintain up-to-date knowledge and skills across all aspects of their industry specializations</li> <li>• Ensure all CTE educators possess valid teacher licenses and are teaching within their qualified content area as defined by PRDE</li> <li>• Ensure internal processes are established to continuously assess and improve upon all aspects of offered CTE programs and programs of study and CTE supportive services</li> </ul>

PRDE - Postsecondary

SIZE
<ul style="list-style-type: none"> <li>• Provide all enrolled students an opportunity to complete their chosen CTE programs in a timely fashion and to earn an awarded credential</li> </ul>
SCOPE
<ul style="list-style-type: none"> <li>• Engage local and/or regional employers to ensure that promoted CTE programs reflect high-skill, high-wage workforce opportunities and program courses and standards reflect necessary technical skills</li> <li>• Provide all students opportunities for work-based learning experiences; these may occur in school, at a worksite, in the community, or virtually, if necessary</li> <li>• All awarded program credentials (defined as industry-valued certifications, sub-associate degree certificates, and associate degrees) fully align with credentials valued by the industry sector(s) affiliated with each promoted CTE program</li> </ul>

QUALITY
<ul style="list-style-type: none"><li>• Provide sufficient opportunities for all students to meet or exceed established performance level targets</li><li>• Provide CTE faculty with: (1) ongoing training and PD on high-quality instructional practices that support student academic growth and technical and employability skills attainment, and (2) externships or other innovative approaches that ensure they maintain up-to-date knowledge and skills across all aspects of their industry specializations</li><li>• Ensure all CTE faculty possess valid instructional credentials and are teaching within their qualified content area as defined by PRDE</li><li>• Ensure internal processes are established to continuously assess and improve upon all aspects of offered CTE programs, student supportive services, and job placement counseling</li></ul>



### 3. MEETING THE NEEDS OF SPECIAL POPULATIONS

***B.3.a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations -***

- i. will be provided with equal access to activities assisted under this Act;***
- ii. will not be discriminated against on the basis of status as a member of a special population;***
- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;***
- iv. will be provided with appropriate accommodations; and***
- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)***

For context, special populations, under Perkins V, is defined as: (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including low-income youth and adults; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) out-of-workforce individuals; (F) Spanish learners; (G) homeless individuals; (H) youth who are in, or have aged out of, the foster care system; and (I) youth with a parent who (i) is a member of the armed forces and is on active duty.

Given this, multiple approaches are taken by PRDE to ensure all learners receive a quality education and acquire the necessary tools to successfully complete their chosen studies and graduate with a valued credential. This also involves adherence to state and federal laws, as well as agency policies, designed to protect the rights of members who fall under special populations. Under Perkins V,

- Secondary and postsecondary local applications contain assurances that all proposed activities to be carried out with Perkins V funding will comply with the provisions of the IDEA, Section 504 of the Rehabilitation Act, McKinney-Vento Homeless Education Assistance Act, the Americans with Disabilities Act, Title IX, and the Vocational Education Guidelines for the Elimination of Discrimination and Denial of Services based upon race, color, national origin, sex, disability, or age. Local Applications submitted without such assurances will not be funded.
- PRDE also assures that all students who are enrolled in CTE courses and program, particularly special populations students, are afforded all the rights and protections guaranteed under the aforementioned federal coverages. For example, schools cannot impede the enrollment process for a student who is designated homeless because the student was unable to produce required enrollment paperwork or because the submission date was missed.
- PRDE's Office of Civil Rights (OCR) regularly conducts on-site visits to its secondary schools and postsecondary technical institutes to check for ADA issues and other potential barriers (physical or otherwise) that may hinder a student's ability to gain equal access to offered coursework,

including CTE courses. The OCR immediately investigates any filed complaint or discovered discriminatory practice and tracks all responses until each matter is resolved. The office also provides guidance on how to handle complaints or potential discriminatory situations that may arise, to ensure that no student is discriminated against, particularly members of special populations. And, it provides professional development on non-discrimination practices and procedures.

- PRDE also promotes robust anti-discrimination and anti-bullying policies that include easy-to-access reporting mechanisms for students who feel threatened.

Specific to students who are homeless, PRDE's Homeless Children and Youth (HCY) program provides support and technical assistance in accordance with the McKinney-Vento non-regulatory guidance. The program focuses on ensuring all education regions across the island utilize appropriate strategies and tools to ensure that all students experiencing homelessness are identified and have access to educational programming and supports.

The HCY program coordinator provides regional homeless liaisons with a student residency questionnaire to prevent the stigmatization of students and to reduce defensiveness of adult caregivers. The program coordinates professional development and training at least once annually with all schools and technical institutes to heighten awareness with training that focuses on (1) the definition of homelessness, (2) signs of homelessness, (3) identification and specific needs of runaways, (4) the impact of homelessness on students, and (5) the steps that should be taken once a potential homeless student is identified including how to connect the student with appropriate housing and service providers.

Specific to students with disabilities, PRDE deploys an intentional approach that is complementary to IDEA requirements and state/departmental policies. PRDE's Individualized Education Program establishes the process that students with *individualized education plans* (IEPs) will follow to transition from school to adult life. Students served within this program participate in a four-phase transition process. The four phases of the program are as follow:

Phase One - Occupational Exploration – The first phase lasts for two years.

- Year One - This phase starts when the student turns 12 or at the beginning of seventh grade. The goal for the first year is to gather information through formal and informal screening processes related to occupational exploration, as well as personal and academic skills and abilities. For this, both the special education, as well as the regular instruction teacher, work with academic exploration to identify strengths and needs in reading, writing, math, the student's learning style, functionality level, likes and preferences. The School Counselor is the professional in charge of conducting screenings to obtain information relating to occupational needs. Personal needs will be identified through screenings done by the Social Worker, the School Counselor and by other health professionals as psychologist and psychiatrist.
- Year Two - During the second year, which will take place at the age of 13 or during eighth grade, the goal is for the student to select a high school that is aligned to her or his skills and

interests. In order to achieve this, a work plan is prepared to offer career guidance, personal counseling as well as activities aimed at reducing gaps between the student's desire and his or her skills.

Phase Two – Pre-Transition – This phase occurs while the student is 14/15 years of age. The goal for this phase is to equip the student to develop achievable transition goals for once she or he turns 16. Its goal is to reduce gaps between the student's desire and his or her skills.

Phase Three – Transition – This is a three-year phase that starts at the age of 16. It is aimed at helping students complete their secondary studies while concurrently supporting the students in deciding an occupational interest. During this phase students with IEPs, unless needing more a more inclusive learning structure, enroll in CTE courses and programs and participate in progressive work-based learning experiences along with their peers. Accommodations, where needed, are provided to ensure each student has appropriate access to fully participate.

Phase Four – Pre-Adults – This phase is only for students with moderate to significant cognitive disabilities. In these cases, transitional services continue until the student turns 21 years of age. Throughout the three years, students receive a full program aimed to develop work-related skills, job trainings, and daily life activities and experiences.

To ensure all designed program strategies for special populations are successful, PRDE will monitor student CTE enrollment data, which will be disaggregated by student subgroup (as defined under special populations) and by secondary school and postsecondary technical institute, on a semester and school year basis. Any concerns will be addressed with the recipient, and appropriate response actions will be taken at that time. Where appropriate these actions may be formalized in the recipient's local application. PRDE will also use systemwide student data to identify any larger, more systemic issues that may point to root causes due to agency policies, funding, and curriculum that are hindering certain student subgroups successful participation and completion of certain CTE programs.

#### 4. PREPARING TEACHERS AND FACULTY

***B.4.a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)***

Like many other states, PRDE struggles to recruit and retain qualified educators. The factors for this are many, but PRDE is taking a proactive approach to address this acute issue.

First, the agency continues to focus on how teachers are placed across its schools in an effort to ensure that all students receive education by excellent teachers. During the hiring and placement phases, PRDE is working with its teachers and its school administrators to ensure best fits for all parties. It is also working with its teachers and administrators to better identify instructional and classroom needs, so that teachers are better supported in what they need and students experience effective instruction. PRDE is committed to this given the high number of students who are classified as at-risk due to their socio-economic status, housing status, and academic performance.

Second, PRDE continues to examine ongoingly its recruitment and retention processes to ensure that it is considering all available avenues to identify and support its educators, including support professionals who assist in the classroom or through student-directed services. Formalized professional development opportunities, utilizing Title II funds, is another avenue being used to provide targeted PD to the most high-risk, hard to-fill instructional fields; this includes instructional support to schools and technical institutes to design and implement strategies that address the professional preparation needs of inexperienced, out of field, non-certified and alternate certification teachers.

Third, PRDE continues to work with its higher education teacher prep programs, so there is greater alignment between how the prep programs prepare future educators and what PRDE requires from educators in terms of instructional acumen and classroom management. This takes on even greater importance when addressing instructional needs and supports for special populations students, particularly special education, Spanish language learners, homeless students, and students in poverty.

Fourth, PRDE continues to explore ways to reskill and upskill its educators, particularly CTE educators and specialized support personnel, through stronger, more intentional training and professional development. It is essential that they remain experts in their field of study and are teaching relevant, timely academic and technical learning and skills necessary for all students to be successful at time of graduation. This focus will be accomplished in full partnership with various business partners across the island.

Lastly, PRDE is in the process of developing a program in partnership with the University of Puerto Rico system to strengthen PRDE's teacher talent pipeline. The program would be designed to train teachers on

how to utilize qualitative, quantitative and observational evidence to enhance and redirect instructional approaches in order to serve the needs of diverse learners. Too often professionals who leave the teaching profession, particularly those who came into teaching through alternative, non-traditional means, such as CTE instructors, cite their inability to maintain classroom management and ensure that all students progressed appropriately through their coursework. The program would be intended to provide intensive training and support so individuals remain in the teaching profession longer and are more successful in their instructional practice.

### **C. FISCAL RESPONSIBILITY**

#### ***C.1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how -***

- a. each eligible recipient will promote academic achievement;***
- b. each eligible recipient will promote skill attainment, including skill attainment that leads a recognized postsecondary credential; and***
- c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the island's public K-12 schools and five technical institutes. Given this, and for purposes of this state plan, the "eligible agency" is PRDE and an "eligible recipient" is a public secondary school or postsecondary technical institute.

Each eligible recipient that offers a CTE program aligned with PRDE's state plan, and meets all appropriate provisions in Perkins V, may be approved by PRDE to receive funds. To receive Perkins funding, a PRDE secondary school or postsecondary technical institute must use its local application to explain how it will

-

1. promote continuous improvement in academic achievement,
2. promote continuous improvement in technical and employability skills attainment,
3. ensure that all promoted CTE programs and programs of study reflect local/regional economic and workforce priorities based on results from the recipient's comprehensive local needs assessment (CLNA), and
4. ensure all identified CTE programs fully meet the size, scope and quality requirements as specified in the plan. This includes providing detailed assurances that the proposed program will provide equal access for student special populations subgroups.

At both the secondary and postsecondary levels, each eligible recipient will need to demonstrate its commitment to ensuring all students progress through their learning in a timely fashion and graduate with appropriate credentials. At the secondary level, this commitment will be captured through the established performance level indicators and through the rigorous criteria used to define size, scope, and quality, which includes early postsecondary credit attainment and industry-valued certifications. At the postsecondary level, this commitment will also be shown through the established performance level indicators and the criteria used to define size, scope, and quality, which includes earning a credential valued by the industry sector affiliated with each offered CTE program. Additionally, each recipient will need to demonstrate that all budgeted items are categorized appropriately based on established criteria.

Complementary to these required demonstrations, PRDE secondary schools and postsecondary technical institutes will continue to utilize student plans to show evidence of student progression. The secondary student course progression plan identifies on and off ramps for students as they matriculate to

postsecondary and into an aligned credentialed program. The plan includes when and where appropriate industry-valued certifications should be offered to students as they advance through their chosen CTE program of study, and it highlights early postsecondary opportunities. The postsecondary student course progression plan aligns the credentialed CTE programs with the island's economic and workforce priorities and demands. Each technical institute monitors the job placement rates of its graduates to affirm alignment.

To assist eligible recipients as they write their local applications, PRDE has created a checklist highlighting required criteria. (Refer to Appendix J for fiscal checklist template.) The checklist will serve as a companion alongside the guidelines and instructions that will be provided.

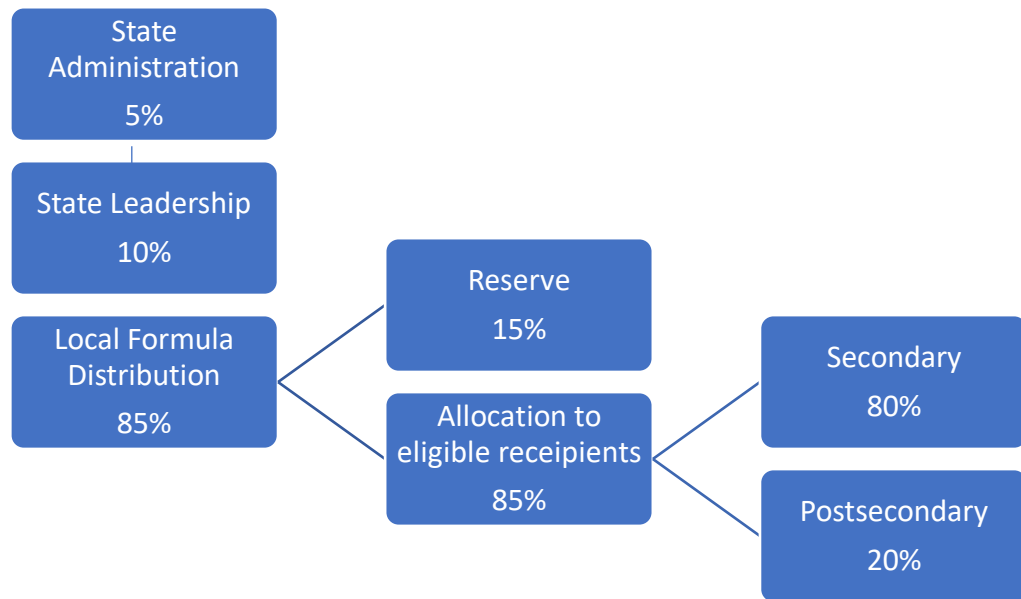
***C.2.a. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the island's public K-12 schools and five technical institutes. Given this, PRDE has authority to distribute Perkins funds to both secondary and postsecondary eligible recipients.

During the 2019-2020 transition year, PRDE maintained its existing 85-15 distribution ratio of allocated funds between secondary and postsecondary eligible recipients. PRDE used the transition year to thoroughly examine the 85-15 distribution ratio against all student and program data, as well as statewide economic and workforce data, to ascertain if the current 85-15 ratio should change in order to more effectively serve the needs of students at the postsecondary level.

Based on the review, and after gathering feedback from various stakeholders during the state plan information gathering phase, PRDE has decided to adjust the existing distribution ratio of allocated funds to allow more funds to flow to the agency's technical institutes. The distribution ratio will go from an 85-15 split to an 80-20 split by 2023-2024 fiscal year (Figure 3). The adjustments will be incremental, spanning four fiscal years, and will start with 2020-2021 fiscal year.

Figure 3<sup>3</sup>



<sup>3</sup> The distribution ratio will go from an 85-15 split to an 80-20 split by 2023-2024 fiscal year. The adjustments will be incremental, spanning four fiscal years, and will start with 2020-2021 fiscal year.



***C.2.b. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the island's public K-12 schools and five technical institutes. Given this, PRDE does not need to form a consortia for either secondary schools or postsecondary institutes.

***C.3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)***

The amount allocated for secondary schools is \$2.064,472. This corresponds to 84 percent and is a 1 percent decrease from the 2019-2020 fiscal year. This decrease represents the eventual 80-20 split that will occur between secondary and postsecondary recipients by 2023-2024 fiscal year.

As part of the allocation process, secondary schools must complete and upload their local application utilizing PRDE's DEE-CTE system. Once uploaded, each local application will be evaluated on its ability to demonstrate strong commitment to ensuring all students progress through their learning in a timely fashion and graduate with appropriate credentials.

At the secondary level, this commitment will be captured through the established performance level indicators and through the rigorous criteria used to define size, scope, and quality. Additionally, each local application will need to describe how it will (a) promote continuous improvement in academic achievement, (b) promote continuous improvement in technical and employability skills attainment, and (c) ensure that all promoted CTE programs and programs of study reflect local/regional economic and workforce priorities based on results from the recipient's comprehensive local needs assessment (CLNA). All budgeted items must be categorized appropriately, align with CLNA results, and reflect the criteria used to define size, scope, and quality. In addition, all budgeted items must encompass an element targeted towards improving academic achievement for the eligible recipient. Academic achievement will be measured both through the performance indicators and the State level META testing.

Local applications are reviewed by PRDE, utilizing a three-stage process:

1. Academic/programmatic evaluation
2. Required Perkins indicators evaluation, and
3. Fiscal evaluation

After each review, PRDE will either approve the submitted local application or return it to the recipient for revision.

***C.4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.***

The amount allocated for postsecondary institutions is \$393,233. This corresponds to 16 percent and is a 1 percent increase from the 2019-2020 fiscal year. This increase represents the eventual 80-20 split that will occur between secondary and postsecondary recipients by 2023-2024 fiscal year.

As part of the allocation process, technical institutes must complete and upload their local application utilizing PRDE's DEE-CTE system. Once uploaded, each local application will be evaluated on its ability to demonstrate strong commitment to ensuring all students progress through their learning in a timely fashion and graduate with appropriate credentials.

At the postsecondary level, this commitment will be captured through the established performance level indicators and the criteria used to define size, scope, and quality, which includes earning a credential valued by the industry sector affiliated with each offered CTE program. Additionally, each local application will need to describe how it will (a) promote continuous improvement in academic achievement, (b) promote continuous improvement in technical and employability skills attainment, and (c) ensure that all promoted CTE programs and programs of study reflect local/regional economic and workforce priorities based on results from the recipient's comprehensive local needs assessment (CLNA). All budgeted items must be categorized appropriately, align with CLNA results, and reflect the criteria used to define size, scope, and quality. In addition, all budgeted items must encompass an element targeted towards improving academic achievement for the eligible recipient. Academic achievement will be measured both through the performance indicators and the State level META testing.

Local applications are reviewed by PRDE, utilizing a three-stage process:

1. Academic/programmatic evaluation
2. Required Perkins indicators evaluation, and
3. Fiscal evaluation

After each review, PRDE will either approve the submitted local application or return it to the recipient for revision.

***C.5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island. Given this, PRDE does not need to adjust allocations data to reflect changes in school district boundaries.

***C.6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—***

- a. include a proposal for such an alternative formula; and***
- b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V) Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island, and as such, oversees all of the island's public K-12 schools and five technical institutes. Given this the PRDE Secretary of Education retains significantly more programmatic, fiscal, and administrative authority than a chief state school officer in a "traditional" SEA/LEA state system. As a unitary education system, PRDE rarely awards subgrants to other entities; rather, it provides funds directly to its secondary schools. Section 131(a & b) do not apply. PRDE does not use an alternative formula and will not be seeking a waiver request.

***C.7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—***

- a. include a proposal for such an alternative formula; and***
- b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)***

***Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).***

As a unitary education system, PRDE serves as both the state and the sole local education agency for the Island. Due to this unitary status, the PRDE Secretary of Education retains significantly more programmatic, fiscal, and administrative authority. As a unitary education system, PRDE rarely awards subgrants to other entities; rather, it provides funds directly to its postsecondary technical institutes. Section 132(a & b) do not apply. PRDE does not use an alternative formula and will not be seeking a waiver request.

***C.8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.***

Prior to the 2019-2020 fiscal/school year, PRDE did not hold Perkins IV funds in reserve. However, for the 2019-2020 Perkins V transition year, and all subsequent fiscal/school years, 15 percent of allocated funds will be set aside as reserve funds. For the current year, reserve funds will be allocated, using a base allocation formula, to all eligible secondary schools to expand dual enrollment/early postsecondary credit attainment opportunities for students. Presently, early postsecondary credit attainment rates remain stubbornly low across the island's public secondary schools. Perkins reserve funds will be used to cover tuition costs for dual enrollment courses with the island's postsecondary technical institutes and other postsecondary institutions.

For the 2020-2021 fiscal/school year, PRDE will establish a Perkins reserve competitive grant program for eligible PRDE secondary and postsecondary recipients. A process for defining the reserve fund award criteria and the scoring of reserve fund applications will be created. The grant program will be used to foster new innovative CTE programs and/or expand existing CTE programs that are aligned with the island's high-skill, high-wage occupations in in-demand industries. The grant program will also target areas where there exists disparities or gaps in student performance. All supported programs must reflect (or work toward reflecting) the size, scope and quality requirements as specified in the plan and ensure e access to all student subgroups.

***C.9. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)***

PRDE's maintenance of effort (MOE) for Perkins federal funds is listed below. This year's data are not yet available. For the current 2019-2020 fiscal year, PRDE reset its MOE by 5 percent. This recalculated amount is reflected in the table below. It is important to note that the 2017-2018 fiscal year corresponds to the impact of Hurricane Maria on the island; consequently, all PRDE secondary schools and postsecondary technical institutes receiving Perkins funding were affected by the hurricane.

MOE Calculation Sheet  
2019-2020

LEVEL OF EFFORT - MAINTENANCE OF EFFORT				
Aggregate Expenditures				
Description	Federal fiscal year in which funds are available	Preceding Fiscal Year	Second Preceding Fiscal Year	Percentage of aggregate expenditures
	2019-2020	2018-2019	2017-2018	%
State Expenditures	N/A	\$62,295,147	\$60,602,857	102.79%

### **Accountability for Results**

***D.1. Identify and include at least one (1) of the following indicators of career and technical education program quality. Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.***

The program quality measure that will be used by PRDE is:

*the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement.*

The measurement definition is:

Denominator: Secondary CTE concentrators (utilizing Perkins V definition) who graduated in the reporting year

Numerator: Those students from the denominator who completed a PRDE sanctioned early postsecondary experience within a relevant CTE postsecondary program or program of study leading to the awarding of postsecondary credit by time of graduation

Under Perkins V, this measure focuses on postsecondary credit attainment by secondary students within relevant CTE programs and programs of study at the postsecondary level. The credit should be transferable to a credentialed program.

Presently, postsecondary credit attainment in related CTE program or program of study is very low for secondary students. Most postsecondary credit is earned in general academic fields, which may or may not count to program credit attainment once a student matriculates to a college or university. This indicator was chosen to place a priority on the agency's part to increase the promotion, preparation, and attainment of postsecondary credit by secondary students in a relevant CTE program or program of study. This will also call attention to strengthening articulation agreements and policies between PRDE's high schools and its technical institutes.

***D.2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)***

Refer to section V.B. for a complete list of state performance level indicators, which will be met by all PRDE Perkins eligible secondary high schools and postsecondary technical institutes.

***D.3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include-***

- a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance.***
- b. an explanation for the State determined levels of performance that meet each of the statutory requirements; and***
- c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).***

***As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.***

D.3.a – Description of the Process

PRDE created a digital form in which the draft state performance level indicators were included. The form contained an explanation for each indicator, the baseline percentage, as well as the four-year projection and why each percentage was set as it was. In addition, the form contained an explanation about the importance of the indicators and the possibility to revise them, as explained within the Act. All eligible recipients, as identified by the agency, received a written communication with instructions on how to access the indicators and provide feedback based on what was listed for each indicator. During the open comment period, three email reminders were sent to incentivize participation; the link was also shared at various educator stakeholder meetings during the period to raise additional awareness and participation.

During the second Perkins V Advisory meeting, the draft state performance level indicators were presented and discussed with members. PRDE staff were present to questions regarding how the indicators and percentages were determined and to capture any recommendations made by members.

The open comment period ran from September 5, 2019 until October 17, 2019 and met all requirements outlined in Perkins V. Questions received through the online survey were directed to PRDE staff and a written response was provided within a few days of receipt. In addition, a general email address was created and advertised on the agency's Perkins V webpage to allow stakeholder to submit general questions during this feedback period.

D.3.b. – Explanation of Levels

<b>1S1 Four-Year Graduation Rate</b>					
Base Level	Fiscal Yr. 2020	Fiscal Yr. 2021	Fiscal Yr. 2022	Fiscal Yr. 2023	Explanation
76.77%	76.77%	77%	77.3%	77.5%	PRDE reached 73.4% in the graduation cohort. This was the first year that the agency was able to obtain four consecutive years of information. The agency aspires to improve its results during each program year.
<b>2S1 Academic Proficiency in Reading Language Arts</b>					
Base Level	Fiscal Yr. 2020	Fiscal Yr. 2021	Fiscal Yr. 2022	Fiscal Yr. 2023	Explanation
47.61%	47.61%	48%	48.7%	49.61%	During the 2018-2019 school year, students scored 43.5% on the state administered test (META-PR) specifically in Spanish. This result showed an increase over the prior school year.
<b>2S2 Academic Proficiency in Mathematics</b>					
Base Level	Fiscal Yr. 2020	Fiscal Yr. 2021	Fiscal Yr. 2022	Fiscal Yr. 2023	Explanation
6.11%	6.11%	6.9%	7.9%	8.5%	Over the past several years, Math has become a priority for PRDE, specifically for the Occupational and Technical Secretariat. Last year, only 9.42% of students met proficiency in this subject on the state administered test (META-PR).
<b>2S3 Academic Proficiency in Science</b>					
Base Level	Fiscal Yr. 2020	Fiscal Yr. 2021	Fiscal Yr. 2022	Fiscal Yr. 2023	Explanation
10%	10%	11%	11.2%	11.7%	This will be the first year in which this performance indicator will be measured. For 2017-2018 school year, 44.7% of student met proficiency in this subject on the state administered test (META-PR).
<b>3S1 Post-Program Placement</b>					
Base Level	Fiscal Yr. 2020	Fiscal Yr. 2021	Fiscal Yr. 2022	Fiscal Yr. 2023	Explanation
52.5%	52.5%	53%	53.5%	55%	The goal with this indicator is to incentivize secondary school directors to monitor their graduates up to one full calendar year after graduation to determine their status as a productive member of their communities.



4S1 Non-traditional Program Concentration					
Base Level	Fiscal Yr. 2020	Fiscal Yr. 2021	Fiscal Yr. 2022	Fiscal Yr. 2023	Explanation
25.24%	25.24%	26.5%	28.2%	31.5%	In a society focused on changing paradigms, this indicator plays an important role. It is critical that notable advancement is made by schools through increased student enrollment in non-traditional occupations.
5S2 Attained Postsecondary Credit					
Base Level	Fiscal Yr. 2020	Fiscal Yr. 2021	Fiscal Yr. 2022	Fiscal Yr. 2023	Explanation
10%	10%	12%	13.5%	15%	PRDE continues to promote early postsecondary credit attainment with its secondary students. With an added emphasis on this as part of Perkins V, PRDE expects to see an annual percentage increase of students.
1P1 Postsecondary Retention and Placement					
Base Level	Fiscal Yr. 2020	Fiscal Yr. 2021	Fiscal Yr. 2022	Fiscal Yr. 2023	Explanation
40%	40%	40.5%	41.5%	43%	Technical Institutes have been severely impacted by hurricanes Irma and Maria. Enrollment has dropped dramatically as a result of the myriad of residual factors following the hurricanes. Many students moved to other states to continue their studies. In a lot of ways, the retention and placement rates are in new territory as a result of the hurricanes' lingering effects.
2P1 Earned Recognized Postsecondary Credential					
Base Level	Fiscal Yr. 2020	Fiscal Yr. 2021	Fiscal Yr. 2022	Fiscal Yr. 2023	Explanation
72%	72%	72.5%	73.5%	74.5%	Technical Institutes have been severely impacted by hurricanes Irma and Maria. Enrollment has dropped dramatically as a result of the myriad of residual factors following the hurricane. Many students moved to other states to continue their studies. In a lot of ways, the credential attainment rate is in new territory as a result of the hurricanes' lingering effects.

3P1 Non-traditional Program Enrollment					
Base Level	Fiscal Yr. 2020	Fiscal Yr. 2021	Fiscal Yr. 2022	Fiscal Yr. 2023	Explanation
25.24	25.24%	25.75%	26%	26.5%	In a society focused on changing paradigms, this indicator plays an important role. It is critical that notable advancement is made by institutes through increased student enrollment and credential attainment in non-traditional occupations. Postsecondary Student Service Offices need to continue to reinforce their retention, communication and academic offerings advertising strategies to reflect this.

#### D.3.c – Description of Alignment

PRDE has an established comprehensive accountability system that is aligned with Perkins V and reflects the State’s vision for improvement as described in the current Educational Reform act, as well as the Island’s state ESSA plan. The main objective for setting each performance level indicator was to establish a clear vision for eligible recipients on how these indicators serve as meaningful measures in determining how K-14 education directly impacts the preparedness of individuals to successfully enter the workforce. The growth rates for each indicator reflect what PRDE believes are attainable levels based on known conditions. The indicators and growth rates are designed to serve as incentives rather than perceived “gotchas” by all eligible recipients.

Each baseline was calculated using the most recent available school year data.

***D.4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V). As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.***

Refer to Appendix K for a summary of written responses PRDE provided to comments submitted during the open comment period.

***D.5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V).***

***As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),<sup>8</sup> the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.***

To strengthen PRDE's commitment to address disparities or gaps in student performance, and in support of its secondary schools and postsecondary technical institutes, the agency is in the early stages of examining its current Perkins data collection and analyses processes. By enhancing the manner by which data are collected, reported, and disseminated, the quicker identified interventions can be implemented to address student performance disparities and gaps. PRDE will use the enhanced data process to design data reports for all secondary schools and technical institutes that provide detailed performance summaries on performance indicators - disaggregated for all special populations.

PRDE will also use the enhanced process to identify and develop various technical assistance and professional development offerings to assist its secondary schools and technical institutes in proactively addressing potential performance issues before they arise.

Complementary to the enhanced data system process, PRDE will develop a detailed action plan for each qualifying secondary school or technical institute to address identified performance issues. Each plan will follow appropriate program and policy guidance to support early and sustained intervention approaches and timelines and will follow the secondary school or technical institute with progressive measures until the identified disparities or gaps are resolved.

Should a qualifying secondary school or technical institute not achieve established performance levels after three consecutive reporting years, PRDE will implement a directed intervention plan. The plan will require an increased reporting and accountability structure between the central office and the qualifying recipient and will require more directed management of program supports, which will include the redirecting of Perkins funds.

## ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

### A. STATUTORY ASSURANCES

☒ The eligible agency assures that:

1. It made the State plan publicly available for public comment<sup>4</sup> for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were considered in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

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<sup>4</sup> An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

**B. EDGAR CERTIFICATIONS**

- ☒ By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

**C. OTHER FORMS**

☒ The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): [https://apply07.grants.gov/apply/forms/sample/SFLLL\\_1\\_2-V1.2.pdf](https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf)
3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

## I. BUDGET

### A. INSTRUCTIONS

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*

Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*

Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds should equal 0.1 percent of the funds allocated to the eligible agency, or \$50,000, whichever is lesser.*

- Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*
- Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*
- Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
- Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.
- Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.
- Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*



**B. BUDGET FORM**

**State Name:** Puerto Rico

**Fiscal Year (FY):** 2020-2021

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>		\$19,509,730 <sup>5</sup>
2	<b>State Administration</b>	5 %	\$975,486
3	<b>State Leadership</b>	10 %	\$1,950,973
4	• Individuals in State Institutions	2 %	\$390,195
4a	– Correctional Institutions	<b>Not required</b>	\$ -
4b	– Juvenile Justice Facilities	<b>Not required</b>	\$ -
4c	– Institutions that Serve Individuals with Disabilities	<b>Not required</b>	\$ -
5	• Non-traditional Training and Employment		\$60,000
6	• Special Populations Recruitment	0.1 %	\$19,510
7	<b>Local Formula Distribution</b>	85 %	\$16,583,271
8	• Reserve	15 %	\$2,487,491
9	– Secondary Recipients	84 %	\$2,089,492
10	– Postsecondary Recipients	16 %	\$397,999
11	• Allocation to Eligible Recipients	85 %	\$14,095,780

<sup>5</sup>Based on the state allocation preliminary estimates updated on February 10, 2020 posted on the USDE's website <https://www2.ed.gov/about/overview/budget/statetables/index.html>.

12	– Secondary Recipients	84 %	\$11,840,455 <sup>6</sup>
13	– Postsecondary Recipients	16 %	\$2,255,325 <sup>7</sup>
14	<b>State Match (<i>from non-federal funds</i>)</b>		\$975,486

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<sup>6</sup> Since PRDE is a unitary system, this section does not apply. The formula used to distribute these funds is based on a cost per student (using prior year high school CTE enrollment by school and by program).

<sup>7</sup> Since PRDE is a unitary system, this section does not apply. The formula used to distribute these funds is based on a cost per student (using the prior year enrollment of students who received Pell grant).

## V. STATE DETERMINED PERFORMANCE LEVELS (SDPL)

State Name: Puerto Rico

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate	76.77%	76.77%	77%	77.3%	77.5%
2S1: Academic Proficiency in Reading Language Arts	47.61%	47.61%	48%	48.7%	49.61%
2S2: Academic Proficiency in Mathematics	6.11%	6.11%	6.9%	7.9%	8.5%
2S3: Academic Proficiency in Science	10%	10%	11%	11.2%	11.7%
3S1: Post-Program Placement	52.5%	52.5%	53%	53.5%	55%
4S1: Non-traditional Program Concentration	25.24%	25.24%	26.5%	28.2%	31.5%
5S2: Program Quality – Attained Postsecondary Credit	10%	10%	12%	13.5%	15%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
1P1: Postsecondary Retention and Placement	40%	40%	40.5%	41.5%	43%
2P1: Earned Recognized Postsecondary Credential	72%	72%	72.5%	73.5%	74.5%
3P1: Nontraditional Program Concentration	25.24%	25.24%	25.75%	26%	26.5%

*Provide any additional information regarding SDPLs, as necessary:*

## APPENDICES

## APPENDIX A – STAKEHOLDER MEETINGS AND OUTREACH

Date	Event	Participants	Outcome
<b>April 2019</b>	Internal and Program Director Meetings	<ul style="list-style-type: none"> <li>- CTE Program Directors</li> <li>- Technical Institutes Directors</li> <li>- PRDE staff</li> </ul>	<ul style="list-style-type: none"> <li>- Development and framing of PRDE's vision and mission for Perkins V/state CTE program going forward</li> </ul>
<b>8/15/2019</b>	Program Director Meeting	<ul style="list-style-type: none"> <li>- CTE Program Directors</li> <li>- Technical Institutes Directors</li> </ul>	<ul style="list-style-type: none"> <li>- Discussed stated determined performance levels and agreed on the established percentages for each plan year.</li> <li>- Agreed on methods of obtaining data to report levels of performance.</li> </ul>
<b>8/16/2019</b>	Stakeholder Introductory Meeting	<ul style="list-style-type: none"> <li>- Local workforce</li> <li>- CTE Program stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>- Introductory discussion about PRDE's vision and mission for the Perkins V plan.</li> </ul>
<b>9/5/2019</b>	State Determined Performance Indicators Online Survey	<ul style="list-style-type: none"> <li>- CTE Teachers</li> <li>- CTE Directors</li> <li>- Technical Institutes Professors</li> <li>- Technical Institutes Directors</li> <li>- CTE Program Directors</li> <li>- Technical Institutes Program Directors</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback, comments, recommendations and stakeholder acceptance on the State Determined Performance Indicators.</li> <li>- <i>Participants had until October 21<sup>st</sup> to complete the survey and provide feedback. Various email reminders were sent to encourage participation.</i></li> </ul>
<b>9/9/2019</b>	WBL Focus Group	<ul style="list-style-type: none"> <li>- WBL Program Director</li> </ul>	<ul style="list-style-type: none"> <li>- Obtain a general impression of current and desired CTE programs.</li> </ul>
<b>9/11/2019</b>	Educator Online Surveys	<ul style="list-style-type: none"> <li>- School and Institute Directors</li> <li>- School teachers</li> <li>- School directors</li> </ul>	<ul style="list-style-type: none"> <li>- Received feedback regarding their vision for the future of CTE.</li> <li>- Identified areas of opportunity in which programs need to be revised and strengthened.</li> <li>- <i>Participants had until October 21<sup>st</sup> to complete the survey and provide feedback. Various email reminders were sent to encourage participation.</i></li> </ul>
	Parent Online Surveys	<ul style="list-style-type: none"> <li>- Parents with children attending schools with</li> </ul>	<ul style="list-style-type: none"> <li>- Their expectations from CTE programs and programs of study.</li> </ul>

		occupational or technical programs	<ul style="list-style-type: none"> <li>- What academic and technical skills they consider the most important.</li> <li>- <i>Participants had until October 21<sup>st</sup> to complete the survey and provide feedback. Various email reminders were sent to encourage participation.</i></li> </ul>
	Workforce <b>Online Surveys</b>	<ul style="list-style-type: none"> <li>- Local business representatives (Compliance Directors, HR Managers, Presidents, General Managers and COO's)</li> </ul>	<ul style="list-style-type: none"> <li>- Current workforce desired employee skills.</li> <li>- Their experience with WBL.</li> <li>- <i>Participants had until October 21<sup>st</sup> to complete the survey and provide feedback. Various email reminders were sent to encourage participation. Various email reminders were sent to encourage participation.</i></li> </ul>
	Special Populations <b>Online Surveys</b>	<ul style="list-style-type: none"> <li>- Representatives from organizations tending to: <ul style="list-style-type: none"> <li>o At risk youth</li> <li>o Out of workforce individuals</li> <li>o Individuals with disabilities</li> <li>o Youth and adults in penitentiaries</li> <li>o Single parents</li> <li>o Spanish learners</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- How the currently interact with the DEPR.</li> <li>- Ways in which the DEPR could improve the access to occupational and technical programs to special populations.</li> <li>- <i>Participants had until October 21<sup>st</sup> to complete the survey and provide feedback. Various email reminders were sent to encourage participation.</i></li> </ul>
9/18/2019	Perkins Reserve Distribution <b>Meeting</b>	<ul style="list-style-type: none"> <li>- CTE Program Directors</li> <li>- Technical Institutes Directors</li> </ul>	<ul style="list-style-type: none"> <li>- Assessed the four-year distribution plan for increasing the Perkins Reserve.</li> <li>- Established the new distribution formula.</li> </ul>
9/25/2019	Perkins V <b>Webpage</b>	<ul style="list-style-type: none"> <li>- Published within the PRDE's public website.</li> </ul>	<ul style="list-style-type: none"> <li>- Provided the general public a library of resources and information regarding the PR State Plan as well as current career and technical education offerings.</li> </ul>
9/25/2019	Online <b>Message</b> from the	<ul style="list-style-type: none"> <li>- Published on the PRDE's public website and Facebook Page.</li> </ul>	<ul style="list-style-type: none"> <li>- Invited public to visit the site's section on Perkins. He also stated that he is compromised</li> </ul>

	Secretary of the PRDE		with improving and strengthening Puerto Rico's career and technical education programs and programs of study, through the Four-Year Plan.
9/1/2019	Perkins V <b>email</b> address	<ul style="list-style-type: none"> <li>- Created an email address to receive inquiries, recommendations and information from PRDE's staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Received and responded questions from program teacher, professors and directors regarding Perkins. Provided prompt responses and resources as necessary.</li> </ul>
10/2/2019	Second Stakeholder <b>Meeting</b>	<ul style="list-style-type: none"> <li>- Local workforce</li> <li>- CTE Program stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>- Discussed State determined Performance Indicators.</li> </ul>
10/8/2019	Homeless Programs Director <b>Meeting</b>	<ul style="list-style-type: none"> <li>- Mrs. Norma L. Rodríguez</li> </ul>	<ul style="list-style-type: none"> <li>- Obtained information on how the PRDE supports homeless students.</li> </ul>
10/9/2019	Teacher <b>Focus Group</b>	<ul style="list-style-type: none"> <li>- CTE teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Ideas of collaborative ventures with the Labor Department, that would be beneficial to WBL programs.</li> </ul>
10/21/2019	<b>Interview</b> with the Labor Dept. Secretary	<ul style="list-style-type: none"> <li>- Madame Secretary Briseida Torres, Esq.</li> </ul>	<ul style="list-style-type: none"> <li>- Current labor statistics and information regarding emerging occupations and fields.</li> </ul>
10/22/2019	<b>Interview</b> with Local Process Excellent Consultant	<ul style="list-style-type: none"> <li>- Mr. Alexander Peña, PMP, SSBB, MBA</li> </ul>	<ul style="list-style-type: none"> <li>- Manufacturing industry view on local Career and Technical Education and the needs of this industry sector.</li> </ul>
10/23/2019	PRDE Special Populations <b>Meeting</b>	<ul style="list-style-type: none"> <li>- Jessica Díaz Associate Secretary of Special Education</li> </ul>	<ul style="list-style-type: none"> <li>- Strategies, programs and assistances provided to members of this special population.</li> </ul>
11/21/2019	Third Stakeholder <b>Meeting</b>	<ul style="list-style-type: none"> <li>- Local workforce</li> <li>- CTE Program stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>- State Plan discussion.</li> </ul>
	Technical Colleges Stakeholder <b>Meeting</b>	<ul style="list-style-type: none"> <li>- Technical colleges professors, staff and directors</li> </ul>	<ul style="list-style-type: none"> <li>- State Plan discussion.</li> </ul>



## APPENDIX B – STAKEHOLDER SURVEY TEMPLATES

### Workforce Development Stakeholder Survey

The PRDE currently receives federal funding to subsidize spending towards career and technical education offered in schools and technical colleges. These funds as well as the requisites to obtain them, are contained in the text of Perkins V.

During 2018, the United States Congress approved the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V). With the approval of this Law, Carl D. Perkins funds were reauthorized. These funds now provide an opportunity to revitalize the PRDE's occupational and technical education programs.

The questionnaire included below, is aimed at gathering ideas, comments and worries that stakeholders might have regarding:

- (a) Current secondary and postsecondary CTE programs and programs of study; and
- (b) How can the PRDE's CTE programs be strengthened to ensure that students obtain academic, technical and employability skills to ensure that success in their professional careers after graduation.

### Questionnaire

1. Please select the title that best describes your organization:

- Job Center
- Community-based nonprofit
- Vocational rehabilitation
- Workforce board
- Chamber of Commerce
- Economic development
- Apprenticeship partner
- Other \_\_\_\_\_

*CTE education refers to organized learning that offers a sequence of courses that:*

- i. Provide rigorous academic content focused on technical skills needed to succeed in emerging professional careers. It must be guided towards teaching high skilled professions that provide high wages.*
  - ii. Provide technical competencies or industry recognized certifications and credits.*
2. How you ever been asked to provide your industry expertise in reviewing CTE courses and programs of study?
- Yes, and I felt my expertise was valued
  - Yes, but I did not feel my expertise was valued

- No

*All secondary CTE programs in Puerto Rico's public education system must include opportunities for students to participate in activities within the economic sector. The PRDE complies with this requisite through work-based learning programs.*

3. Has your industry ever been asked to receive students from the public system to participate in a WBL experience?
  - Yes, and it was a positive experience
  - Yes, but it was not a positive experience
  - No
4. How you ever been asked to provide your industry expertise in accepting or assisting in placing students as part of a formal school/college work-based learning program?

*The table below contains all the Programs currently offered by the PRDE:*

<b>NOMBRE DEL PROGRAMA</b>
Grado Asociado en Administración de Empresas
Grado Asociado en Contabilidad
Grado Asociado en Tecnología de Calidad Ambiental
Grado Asociado en Tecnología de Ingeniería Civil
Grado Asociado en Tecnología de Ingeniería Eléctrica
Grado Asociado en Tecnología de Ingeniería Electrónica
Grado Asociado en Tecnología de Ingeniería en Instrumentación
Grado Asociado en Tecnología de Ingeniería Química
Grado Asociado en Administración de Empresas
Grado Asociado en Artes Gráficas
Grado Asociado en Contabilidad
Grado Asociado en Enfermería
Grado Asociado en Sistemas Administrativos de Oficina con Facturación de Servicios Médicos
Grado Asociado en Tecnología de Ingeniería Biomédica
Grado Asociado en Tecnología de Ingeniería Civil
Grado Asociado en Tecnología de Ingeniería Eléctrica
Grado Asociado en Tecnología de Ingeniería Electrónica
Grado Asociado en Tecnología de Ingeniería en Instrumentación
Grado Asociado en Tecnología de Ingeniería en Refrigeración y Aire Acondicionado
Grado Asociado en Tecnología de Ingeniería en Telecomunicaciones y Redes
Grado Asociado en Tecnología de Ingeniería Mecánica
Grado Asociado en Tecnología de Ingeniería Química
Grado Asociado en Tecnología de Sistemas de Computadoras
Grado Asociado en Tecnología Radiológica

5. Do you feel that the current CTE courses and programs reflect the island's economic and workforce priorities?
  - Yes all courses and programs reflect the island's priorities
  - No
  - Some courses and programs reflect the island's priorities
6. Do you feel that today's graduates possess the academic, technical, and employability skills needed by employers?
  - Yes all do
  - No
  - Some do
7. What do you feel are the needed skills that today's graduates must possess in order to meet employer needs and be successful?
8. What are your organization's most pressing challenges and concerns when it comes to growing a qualified workforce in your community or region?
9. General comments – include any additional comment or information you think the PRDE should know.
10. How would you prefer to receive information and updates on career and technical education pathways and programs?
  - Email newsletters
  - Newspapers (printed and online)
  - Government websites
  - Paper mail
  - Newsletter and brochures at public offices
  - Social media apps
  - Other \_\_\_\_\_

### Parent Stakeholder Survey

The PRDE currently receives federal funding to subsidize spending towards career and technical education offered in schools and technical colleges. These funds as well as the requisites to obtain them, are contained in the text of Perkins V.

During 2018, the United States Congress approved the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V). With the approval of this Law, Carl D. Perkins funds were reauthorized. These funds now provide an opportunity to revitalize the PRDE's occupational and technical education programs.

The questionnaire included below, is aimed at gathering ideas, comments and worries that stakeholders might have regarding:

- (c) Current secondary and postsecondary CTE programs and programs of study; and
- (d) How can the PRDE's CTE programs be strengthened to ensure that students obtain academic, technical and employability skills to ensure that success in their professional careers after graduation.

### Questionnaire

1. As a parent, which type of school and/or college are your children currently attending?  
Please check all that apply.
  - Public Middle School
  - Public High School
  - Private High School
  - Public Technical College
  - Skilled Trades Apprenticeship Program
  - Public University/College (4-year)
  - Private University/College (4-year)
2. Are any of your children taking career and technical education (vocational education) classes or enrolled in a career and technical education-related program?
  - Yes
  - No
  - Unsure
3. If you answered yes in the previous question, please indicate the name of the school your child goes to.
4. What course and/or program of study is your child enrolled in?

5. Please rate the following in terms of how important it is to you

	Not Important	Important	Very Important
Your child is <i>highly skilled</i> within their learning pathway			
Your child is <i>very prepared</i> for a highly-skilled job in an in-demand job sector			
Your child is <i>very prepared</i> for a job that reflects <i>high wages</i>			
Your child receives a well-rounded education that reflects academic, technical, and employability learning and skills			
Your child receives regular academic and career counseling			
All students have access to high-quality career and technical education learning pathways			
All students can earn employer-recognized certifications and/or badges, along with their diploma or program certificate			

6. What words come to mind when you think of career and technical education (vocational education)?
7. From your perspective, how can PRDE schools and colleges best support a child's career and technical education (vocational education) learning pathway?
8. How would you prefer to receive information and updates on career and technical education pathways and programs?
  - Email newsletters
  - Newspapers (printed and online)
  - Government websites
  - Paper mail
  - Newsletter and brochures at public offices
  - Social media apps
  - Other \_\_\_\_\_

## Educator/Education-Related Stakeholder Survey

The PRDE currently receives federal funding to subsidize spending towards career and technical education offered in schools and technical colleges. These funds as well as the requisites to obtain them, are contained in the text of Perkins V.

During 2018, the United States Congress approved the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V). With the approval of this Law, Carl D. Perkins funds were reauthorized. These funds now provide an opportunity to revitalize the PRDE's occupational and technical education programs.

The questionnaire included below, is aimed at gathering ideas, comments and worries that stakeholders might have regarding:

- (e) Current secondary and postsecondary CTE programs and programs of study; and
- (f) How can the PRDE's CTE programs be strengthened to ensure that students obtain academic, technical and employability skills to ensure that success in their professional careers after graduation.

## Questionnaire

1. What is your role? Please choose the one that most closely matches the description of the role you are representing as you fill-out this survey.
  - Current Student
  - Government Administrator/Employee
  - Elected Official
  - Business and Industry Representative
  - District Level Administrator
  - School Level Administrator
  - College Administrator
  - K-12 Teacher (CTE\_\_\_\_, General Ed\_\_\_\_, SPED\_\_\_\_, Other\_\_\_\_\_)
  - College Professor/Instructor (CTE\_\_\_\_, General Ed\_\_\_\_)
  - School Counselor
  - Other\_\_\_\_\_

2. What factors do you believe are most important when building a high-quality career and technical education (CTE) program? Check up to five factors.
- a) CTE learning pathways are vertically aligned with the island's economic and workforce priorities
  - b) Increased and dedicated funding
  - c) Engaged industry professionals actively support CTE programs, learning pathways, and work-based learning experiences
  - d) Work-based learning opportunities for students are progressive experiences and are aligned with student CTE learning pathways
  - e) CTE learning pathways provide opportunities to earn industry certifications valued by employers
  - f) High school CTE learning pathways provide opportunities to earn early postsecondary credit
  - g) Promoting CTE learning pathways represent high-skill, high-wage occupations in in-demand or growing industry sectors on the island
  - h) CTE teachers and instructors receive professional development and training to ensure their instruction reflects the latest industry work environments
  - i) Appropriate instructional equipment is provided that reflects the latest industry work environments

3. Please provide your opinion on the following statements

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
ALL secondary career and technical education (CTE) learning pathways vertically link to existing postsecondary programs					
Offered CTE learning pathways link to family-sustaining occupations					
Students who complete their CTE program are well-prepared to obtain an industry-recognized credential					
CTE learning pathways appropriately prepare					

students to successfully earn a college credential					
ALL CTE learning pathways prepare students for current workforce needs					
ALL offered CTE learning pathways reflect high-skill and/or high-wage occupations in in-demand industries					
There is equal access to facilities for all students who take CTE courses					
There is equal access to equipment for all students who take CTE courses					
CTE curriculum meets industry expectations					
There are course standards for every offered CTE course					
ALL CTE course standards fully reflect current industry work skills					
Employers are appropriately involved in CTE programs					

ALL students have the same opportunities in their CTE learning pathways					
ALL students have the opportunity for work-based learning experiences through CTE learning pathways					
Career exploration learning and/or courses are offered in grades 7-8					
CTE educators are well trained for their programs					



CTE educators are very knowledgeable of the current needs of their specialized industry					
CTE educators receive quality professional development					
All CTE programs are well staffed					
All students enrolled in CTE courses and learning pathways have the opportunity to participate in Career and Technical Student Organizations					

4. What specific employability skills should students learn to ensure they graduate prepared for their chosen careers?
5. In your opinion, is equal access to high-quality career and technical education being provided to all students?
  - If yes, how? \_\_\_\_\_
  - If no, how? \_\_\_\_\_
6. What suggestions do you have for revitalizing career and technical education in our high schools and at our technical colleges?
7. How would you prefer to receive information and updates on career and technical education pathways and programs?
  - Email newsletters
  - Newspapers (printed and online)
  - Government websites
  - Paper mail
  - Newsletter and brochures at public offices
  - Social media apps
  - Other \_\_\_\_\_

### Community Organization Stakeholder Survey

The PRDE currently receives federal funding to subsidize spending towards career and technical education offered in schools and technical colleges. These funds as well as the requisites to obtain them, are contained in the text of Perkins V.

During 2018, the United States Congress approved the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V). With the approval of this Law, Carl D. Perkins funds were reauthorized. These funds now provide an opportunity to revitalize the PRDE's occupational and technical education programs.

The questionnaire included below, is aimed at gathering ideas, comments and worries that stakeholders might have regarding:

- (g) Current secondary and postsecondary CTE programs and programs of study; and
- (h) How can the PRDE's CTE programs be strengthened to ensure that students obtain academic, technical and employability skills to ensure that success in their professional careers after graduation.

### Questionnaire

1. Who does your organization serve? Please select all that apply.
  - At-risk youth (e.g. homeless youth, out-of-school youth)
  - Individuals with disabilities
  - Spanish language learners
  - Out-of-workforce individuals (e.g. underemployed, unemployed)
  - Homeless individuals
  - Single parents and/or single pregnant women
  - Veterans
  - Incarcerated youth or adults
  - Other \_\_\_\_\_
2. As a community organization do you regularly engage with either DEPR or a specific school or college?
  - Yes
    - If yes, please describe your types of engagement \_\_\_\_\_
  - No
  - Unsure
3. If you answered yes to the previous questions, please provide details of the agreement you currently have with the PRDE.

4. What are your organization's most pressing challenges and concerns when it comes to growing a qualified workforce in your community or region?
5. Do you know the opportunities the PRDE currently has to meet the needs of special populations?
6. One of the requisites of Perkins V is to amplify the employment possibilities to individuals who are currently or constantly unemployed, including individuals with disabilities, low income families, out of workforce, homeless youth or youth that have outgrown out of homeless centers. In your opinion, how can the PRDE meet this Perkins V requirement?
7. From your perspective, how can DEPR schools and colleges best support an out-of-school learner obtain academic and occupational skills and credentials (i.e. diploma, certifications, certificates, etc.)?
8. How would you prefer to receive information and updates on career and technical education pathways and programs?
  - Email newsletters
  - Newspapers (printed and online)
  - Government websites
  - Paper mail
  - Newsletter and brochures at public offices
  - Social media apps

## APPENDIX C – COMMUNICATIONS USED FOR PUBLIC COMMENT

12 de noviembre de 2019

Secretario asociado, subsecretaria para Asuntos Académicos, subsecretario de Administración, secretario asociado de Educación Especial, secretarios auxiliares, directores de divisiones, institutos y oficinas, directores de áreas y programas, directores de las regiones educativas, oficiales académicos, superintendentes de escuelas, superintendentes auxiliares, facilitadores docentes, directores de escuela y maestros

Profa. Yolanda Cartagena  
Secretaria Auxiliar de Educación Ocupacional y Técnica

### COMIENZO DEL PERIODO DE COMENTARIOS PÚBLICOS EN RELACIÓN AL PLAN ESTATAL A CUATRO AÑOS PARA PERKINS V

Durante el verano del 2018 el Congreso de los Estados Unidos firmó la ley para el Fortalecimiento de la Educación Vocacional y Técnica del Siglo XXI, también conocida como Perkins V. La sección 122(a)(1) de la ley requiere que cada agencia elegible que desee beneficiarse de esta legislación, prepare y someta un plan al Secretario de Educación de los Estados Unidos. El Departamento de Educación ha preparado su plan en consulta con diversos grupos y personas de interés que se beneficiarán de los fondos disponibles a través de esta medida.

El borrador del plan estatal Perkins del Departamento de Educación de Puerto Rico se encuentra publicado en la página web del Departamento. Nuestro plan está alineado con las estrategias y metas contenidas en el plan ESSA y está dirigido a aumentar el acceso y la calidad de los programas ocupacionales del sistema público. Se creó una forma electrónica en la que podrá proveer sus comentarios y recomendaciones respecto al contenido del plan. De igual forma, el Departamento estará llevando a cabo varias reuniones para proveer la oportunidad de ofrecer comentarios respecto al plan en persona para quienes así lo interesen. Las fechas de las reuniones serán anunciadas próximamente.

A continuación incluimos los enlaces para que pueda obtener su copia del borrador del Plan Estatal para Perkins V y para que pueda someter sus recomendaciones y comentarios.

1. Para obtener una copia del Plan deberá acceder a:
  - <https://dedigital.dde.pr/course/view.php?id=116&section=9>.
2. La forma digital donde se recopilarán los comentarios públicos puede accederse utilizando el enlace que se incluye a continuación:
  - <https://forms.office.com/Pages/ResponsePage.aspx?id=UHW2TC-TMU6SyUHDxp0BMSBKZ-TH7nVFivAJZc7sLW1UOUc4VUVIOTBXR0syWUhOWFVORVVBTKJIWS4u>

La actualización del Plan Perkins V nos brinda la oportunidad de seguir construyendo programas ocupacionales y técnicos para todo tipo de estudiantes y nos permite atender las necesidades críticas de la fuerza laboral de nuestra Isla. La Secretaría de Educación Ocupacional y Técnica en conjunto con representantes de la fuerza laboral y de los maestros y profesores de CTE se encaminan hacia la modernización de los programas y programas de estudio del Departamento.

## APPENDIX D – SUMMARY OF COMMENTS RECEIVED DURING THE OPEN COMMENT PERIOD

## APPENDIX E - LIST OF SUPPORTED INDUSTRY CAREER CLUSTER PROGRAM OF STUDY

Cluster	Specialties
Agriculture, Food and Natural Resources	<ul style="list-style-type: none"> <li>• Horticulture</li> <li>• Heavy agriculture machinery operator</li> <li>• Animal health</li> <li>• Dairy product producer</li> <li>• Agriculture product producer</li> <li>• Agricultural biotechnology</li> </ul>
Architecture and Construction	<ul style="list-style-type: none"> <li>• Architectural design</li> <li>• A/C and refrigeration</li> <li>• PLC Electricity</li> <li>• Structural cutting and welding</li> <li>• Construction technology</li> <li>• Plumbing</li> </ul>
Arts, A/V technology and Communications	<ul style="list-style-type: none"> <li>• Graphic arts</li> </ul>
Health Sciences	<ul style="list-style-type: none"> <li>• Pharmaceutical assistance with biotechnology</li> <li>• Nursing</li> <li>• ER Technician</li> <li>• Dental assistant</li> <li>• Home health assistant</li> <li>• Medical assistant</li> <li>• Therapeutic massage with knowledge in sports medicine</li> </ul>
Finance	<ul style="list-style-type: none"> <li>• Accounting assistant</li> </ul>
Business Management and Administration	<ul style="list-style-type: none"> <li>• Administrative assistant (Office management)</li> <li>• Medical service billing administrative assistant</li> </ul>
Hospitality and Tourism	<ul style="list-style-type: none"> <li>• Hotel and Concierge services</li> <li>• Tourism services representative</li> <li>• Culinary arts</li> <li>• Bakery and pastries</li> <li>• Event planning</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>• Information technology assistant</li> <li>• Computec</li> <li>• Mobile equipment and computer maintenance</li> </ul>
Manufacturing	<ul style="list-style-type: none"> <li>• Tool mechanics</li> <li>• Fashion design</li> </ul>

	<ul style="list-style-type: none"> <li>• Design and fabrication of Projects (ProFa) (this course substitutes cabinetmaking, upholstery and saddlery)</li> </ul>
Marketing	<ul style="list-style-type: none"> <li>• Fashion marketing representative</li> <li>• Business services and sales representative</li> </ul>
Human services	<ul style="list-style-type: none"> <li>• Preschool assistant</li> <li>• Cosmetology</li> <li>• Styling and barbershop</li> </ul>
Science, Technology, Engineering and Mathematics	<ul style="list-style-type: none"> <li>• Pre engineering</li> <li>• Electronics</li> <li>• Mechatronics</li> </ul>
Transportation, Distribution and Logistics	<ul style="list-style-type: none"> <li>• Automotive technology</li> <li>• Automotive collision technology</li> <li>• Heavy machinery technology</li> <li>• Automotive electro mechanics</li> <li>• Small and marine motor mechanics</li> <li>• Pre-PRAMI (General aviation)</li> </ul>



## APPENDIX F – LIST POSTSECONDARY CTE PROGRAMS

Associate degree in Business Administration
Associate degree in Accounting
Associate degree in Environmental Quality Technology
Associate degree in Civil Engineering Technology
Associate degree in Electric Engineering Technology
Associate degree in Electronic Engineering Technology
Associate degree in Instrumentation Engineering Technology
Associate degree in Quimical Engineering Technology
Associate degree in Graphic Arts
Associate degree in Nursing
Associate degree in Office Administration Systems with Medical Service Billing
Associate degree in Biomedic Engineering Technology
Associate degree in A/C and Refrigeration Technology
Associate degree in Telecommunications and Network Engineering Technology
Associate degree in Mechanical Engineering Technology
Associate degree in Computer Systems Technology
Associate degree in Radiology Technology

## APPENDIX G – SAMPLE PLAN



Gobierno de Puerto Rico  
Departamento de Educación  
Secretaría Auxiliar de Educación Ocupacional y Técnica

Nombre \_\_\_\_\_

# de SIE \_\_\_\_\_

Escuela \_\_\_\_\_

**Conglomerado: Ciencias de la Salud**

**Especialidad: Enfermería Práctica**

NIVEL	GRADO	IDIOMAS	MATEMATICAS	CIENCIAS	ESTUDIOS SOCIALES	Otros cursos obligatorios Electivas recomendadas Actividades para el alumno	Cursos Ocupacionales (Core Courses)		
Administrar inventario de interés y plan de estudio iniciado para todos los estudiantes.							1er Semestre	2do Semestre	
ESCUELA SUPERIOR	9	Inglés 9 (1 crédito) Español 9 (1 crédito)	Geometría (1 crédito)	Ciencias Terrestres (1 crédito)	Mundo en Contexto (1 crédito)	Educación Física (1 crédito) Electiva libre (1 crédito)			
	10	Inglés 10 (1 crédito) Español 10 (1 crédito)	Matemáticas (1 crédito)	Biología (1 crédito)	Puerto Rico: Transformaciones Contemporáneas (1 crédito)		Introducción a las Ciencias de la Salud y Estudio del Cuerpo (1 crédito)	Principios a Ciencia de la Vida Enfermería (1 crédito)	
	11	Inglés 11 (1 crédito) Español 11 (1 crédito)	Matemáticas (1 crédito)	Química (1 crédito)		Manejo del teclado y sus aplicaciones (Empresarismo y Administración de Negocios)	Principios Clínicos y Servicios Comunitarios con Salud Mental en Enfermería (1 crédito)	Fundamentos y Destrezas Clínicas Enfermería (1 crédito)	
	Evaluaciones de ubicación universitaria: asesoramiento académico/profesional								
	12	Inglés 12 (1 crédito) Español 12 (1 crédito)	Electiva Matemática (1 crédito)	Física (1 crédito)	Historia de Estados Unidos (1 crédito)		Aprendizaje Basado en el Trabajo (3 créditos) Área Clínica en Enfermería)	(Int)	
Los cursos de articulación universitaria/Dual Credit Transcribed-Postsecundaria pueden tomarse y trasladarse al nivel secundario para fines de articulación / doble crédito.									
POST SECUNDARIO	13	Literatura en Inglés	Cálculo I	Química	Humanidades Ciencias Sociales	*Todos los planes de estudio deben cumplir los objetivos de carrera con respecto a los títulos, licencias y certificaciones del estado.	Introducción a las Ciencias Biológicas/ Introducción a la Enfermería		
	14	Comunicación Oral y Escrita en inglés y español	Cálculo II	Laboratorio de Ciencias	Sociología		Introducción a Enfermería Clínica I Introducción a Enfermería Clínica II		
	15	Clases de concentración y especialidad					Clases de concentración y especialidad		
	16								

1. La clase Manejo del Teclado y sus Aplicaciones y Empresarismo y Administración de Negocios se ofrecerá de 1/2 crédito.

2. El estudiante realizará el Aprendizaje Basado en el Trabajo en el primer y segundo semestre.

## APPENDIX H – LOCAL APPLICATION TEMPLATE

### REQUIRED SECTIONS TO COMPLETE LOCAL APPLICATION

1. Results of the **Comprehensive Needs Assessment**
2. **CTE program offerings, course offerings, and activities** supported with Perkins funds
3. **Collaboration** with local and/or regional workforce boards and agencies
4. Improved **academic and technical skills** of students in CTE programs through the strengthening of the programs and provision of a well-rounded education
5. Preparation of (1) members of special populations for **high-skill, high-wage in in-demand** sectors/occupations; (2) students in CTE programs for **non-traditional** occupational fields; and, provision of **equal access** for members of special populations in CTE programs
6. **Work-based learning** opportunities for students through their CTE programs
7. Opportunities for high school students to gain **postsecondary credit** in/through their CTE programs
8. Approach to **recruit, prepare, retain**, and provide **professional development** for secondary teachers, postsecondary faculty, administrators, support personnel, and paraprofessionals
9. **Existing gaps or disparities** in performance for each subpopulation and **steps to address** them

### **Refer to the following resources to support the completion of your Local Application:**

- Perkins V Local Application Checklist
- Perkins V Local Application Definitions, and
- Perkins V Local Application Uses of Funds

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***Section 1: Results of the Comprehensive Needs Assessment***

Description MUST include, at minimum, **a detailed response** to (a) identification of the data analyzed and (b) your findings for the following six areas:

1. Evaluation of Student Performance

(a)
(b)

2. Program Alignment to Industry

(a)
(b)

3. Program Size, Scope and Quality

(a)
(b)

4. Progress Toward Program of Study

(a)

(b)

5. Recruitment, Retention and Training

(a)

(b)

6. Progress Toward Equal Access for All Students

(a)

(b)

DEPR Review and Feedback to Section 1 Submission (will be imbedded in online form)

***Section 2: CTE program offerings, course offerings, and activities supported with Perkins funds***

Provide information on the CTE program offerings, course offerings and activities that will be provided with Perkins funds, which must include at least one state-approved program of study. Description MUST include **a detailed response** to the following:

1. List the (a) CTE programs/programs of study (POS), including (b) each program's course offerings in sequenced order; (c) provide a description for each listed CTE program

CTE Program/POS	Program Course Offerings in Sequence	Description of CTE Program
	1.	
	2.	
	3.	
	4.	
	1.	
	2.	
	3.	
	4.	
	1.	
	2.	
	3.	
	4.	
	1.	
	2.	
	3.	
	4.	

2. How did the results of the comprehensive needs assessment inform the selection of your specific CTE programs and activities that will be funded using Perkins funds?

3. How will your students, including students who are members of special populations, learn about your school's CTE program offerings and which courses are a part of a CTE program/ program of study?

DEPR Review and Feedback to Section 2 Submission (will be imbedded in online form)

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***Section 3: Collaboration with Local and/or Regional Workforce Boards and Agencies***

Describe how the following activities will be provided in collaboration with local and/or regional workforce development boards and other local and/or regional workforce agencies, WIOS one-stop delivery systems and other partners. Description MUST include, at minimum, **a detailed response** to the following items:

1. Description of how your (a) career exploration and career development coursework, activities, or services will be provided to students, (b) how it can be accessed by students and (c) frequency of access (ongoing, semester, annually, etc.), and (d) which entity develops the information (school, workforce, jointly).

(a)	(b)	(c)	(d)

2. Description of how your (a) career information on employment opportunities is provided to students that incorporates the most up-to- date information on (a)(i)high-skill, (a)(ii) high-wage, in (a)(iii) in-demand industry sectors or occupations, as determined by the comprehensive needs assessment, and (b) how it can be accessed by students.

(a)(must address H-S, H-W, I-D)
(b)



3. Description of how your career guidance and academic counseling is provided to students before enrolling and while participating in their CTE programs.

Description must include (a) what guidance and counseling is provided, (b) how it can be accessed by students and (c) frequency of access (ongoing, semester, annually, etc.), and (d) who develops the information (school, workforce, jointly).

(a)	(b)	(c)	(d)

DEPR Review and Feedback to Section 3 Submission (will be imbedded in online form)

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***Section 4: Improved academic and technical skills of students in CTE programs***

Description MUST include, at minimum, **a detailed response** to the following questions:

(a) How do you plan to make academic and technical learning and skills students receive, while taking their CTE courses aligned with their chosen CTE program/ program of study, more academically rigorous and workforce relevant? (b) How do you plan to ensure students' learning experiences reflect a well-rounded education?

(a)

(b)

DEPR Review and Feedback to Section 4 Submission (will be imbedded in online form)

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*Section 5: Preparation of (1) members of special populations for high-skill, high-wage in in-demand sectors/occupations; (2) students in CTE programs for non-traditional occupational fields; and, provision of equal access for members of special populations in CTE programs*

Response MUST include, at minimum, a **detailed response** to the following items:

1. Provide courses, coursework, and activities to prepare members of special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.

2. Expose and prepare your students for non-traditional occupational fields.

3. Ensure equal access for members of special populations to CTE courses, programs and programs of study so they may enroll and fully participate.

4. Ensure that members of special populations are not discriminated against on the basis of their status as members of special populations.

DEPR Review and Feedback to Section 5 Submission (will be imbedded in online form)

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*Section 6: Work-based learning opportunities for students through their CTE programs*

Description MUST include, at minimum, a **detailed response** to the following items:

1. List and describe what types of work-based learning opportunities are provided for students participating in CTE programs?

2. How do you work to ensure that all of a student's identified work-based learning opportunities are fully aligned with that student's CTE program?

3. How do you work to confirm that all of your promoted work-based learning opportunities are high-quality experiences for your students?

4. How do you work with employers to develop or expand existing work-based learning opportunities?

DEPR Review and Feedback to Section 6 Submission (will be imbedded in online form)

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*Section 7: Opportunities for high school students to gain postsecondary credit in/through their CTE programs*

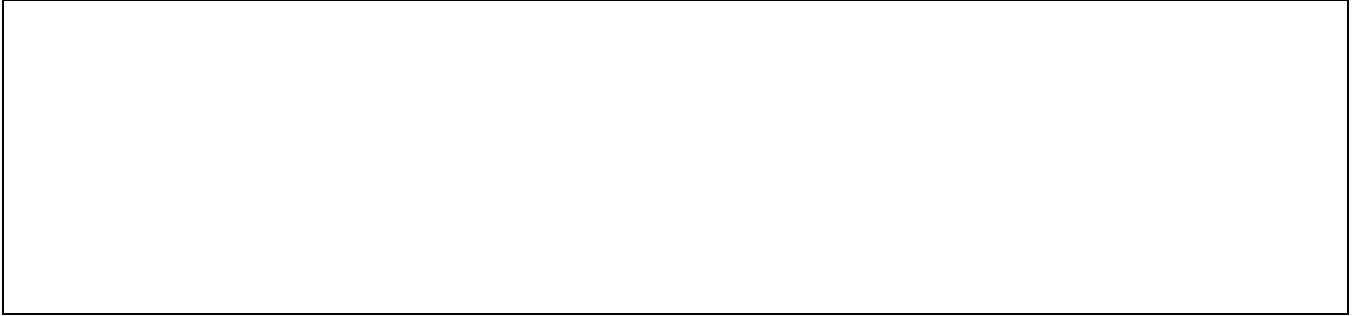
Description MUST include, at minimum, a **detailed response** to the following items:

1. How are you working to provide early postsecondary credit opportunities (e.g. dual credit or dual enrollment programs or Advanced Placement courses) for high school students, who are participating in CTE programs?

2. How are you engaging postsecondary technical institutes and community colleges to formalize postsecondary credit articulation agreements?

3. How are you working to embed CTE early postsecondary credit opportunities into high school CTE programs?

DEPR Review and Feedback to Section 7 Submission (will be imbedded in online form)





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***Section 8: Recruit, prepare, retain, and provide professional development***

Describe your coordination with DEPR and with various institutions of higher education in the (a) recruitment, (b) preparation, (c) retention, and (d) training and ongoing professional development of teachers, faculty, administrators, and specialized instructional support personnel, and paraprofessionals, including professionals from groups underrepresented in the teaching profession.

Description MUST include, at minimum, **a detailed response** to the following items:

1. Approaches and/or programs used in the recruitment of CTE teachers, faculty, administrators and other CTE professionals.

Approaches:
Programs:

2. Approaches and/or programs used in the preparation of CTE teachers, faculty, administrators and other CTE professionals.

Approaches:
Programs:

3. Approaches and/or programs used in the retention of CTE teachers, faculty, administrators and other CTE professionals.

Approaches:

Programs:

4. Approaches and/or programs used in the training and professional development of CTE teachers, faculty, administrators and other CTE professionals.

Approaches:

Programs:

DEPR Review and Feedback to Section 8 Submission (will be imbedded in online form)

***Section 9: Existing gaps or disparities in performance for each subpopulation and steps to address them***

Description MUST include, at minimum, a **detailed response** to the following items:

1. Describe the process you will take to address disparities or gaps in student performance in each of your plan years - as described in Perkins V section 113(b)(3)(C)(ii)(II)

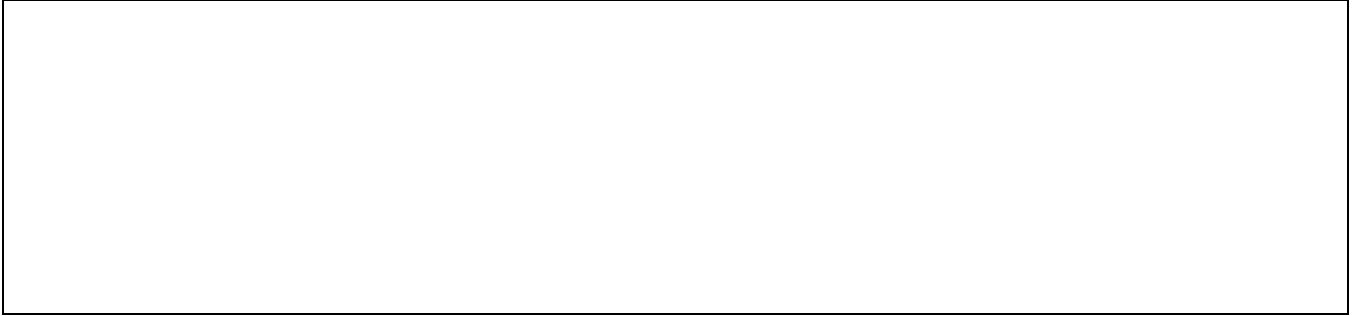
*"identify and quantify any disparities or gaps in performance on the State determined levels of performance between any such subgroup or special population and the performance of all CTE concentrators served by the eligible agency under this Act, which shall include a quantifiable description of the progress each such subgroup or special population of students served by the eligible agency under this Act has made in meeting the State determined levels of performance."*

Plan Year	Action Steps
Year 1	
Year 2	

2. Describe the additional actions you will take if no meaningful progress to eliminate those disparities or gaps has been achieved prior to your third program year.

Plan Year	Action Steps
Year 3	

DEPR Review and Feedback to Section 9 Submission (will be imbedded in online form)



☐

By checking this box, I, an eligible educational entity, assure that the conducting of the comprehensive needs assessment under Perkins V section 134(c), and the development of this local application described in Perkins V section 134(b), involved a diverse body of stakeholders, including at a minimum -

- 1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- 2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- 3) representatives of the State local workforce development boards and a range of local or regional businesses or industries;
- 4) parents and students;
- 5) representatives of special populations;
- 6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth;
- 7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- 8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

☐

The eligible recipient certifies that Perkins' grant funds will only be used to meet the needs identified in the comprehensive needs assessment described in Perkins V section 134(c).

## APPENDIX I – COMPREHENSIVE LOCAL NEEDS ASSESSMENT TEMPLATE

### Background

- I. General
  - A. Shall be conducted and included in the local application
  - B. Not less than once every 2 years
- II. Requirements
  - A. Evaluation of the performance of the students served with respect to the State and local levels of performance in section 113, and an evaluation of performance for special populations and each subgroup in section 1111(h)(1)(C)(ii) of ESSA
  - B. Description of how CTE programs are
    1. Sufficient in size, scope and quality to meet the needs of all students served, AND
    2. Aligned to State, regional or local in-demand industry sectors or occupations identified by the State workforce development board described in Section 101 of WIOA or local workforce development board, OR
    3. Designed to meet local education or economic needs not identified by State boards or local workforce development boards
  - C. Evaluation of progress toward the implementation of CTE programs and programs of study
  - D. Description of how the recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors
  - E. Description of progress toward implementation of equal access to high-quality CTE courses and POS, for all students, including:
    1. Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations
    2. Providing programs that are designed to enable special populations to meet the local levels of performance
    3. Providing activities to prepare special populations for high-skill, high wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

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### NOTE:

- *The following draft is presented in no priority order; however, all information will be needed. We can reorder and format at a later date.*
- *Should the department wish to insert any additional information that the department would like to receive from high schools and technical colleges - in support of its priorities and its*

*selected program quality indicator (WBL) – now is the time to insert before the LNA is finalized.*

### LNA

(Each high school [that offers at least one CTE program of study, using Perkins funds] and technical college [that offers at least one CTE program of study, using Perkins funds] must complete)

#### **I. Student Data**

1. Identify the performance of the students served by recipient in the following performance indicators; **(See chart at the end of the document)**
  - a. Secondary
    - i. Graduation Rate
    - ii. Academic Attainment in Reading, Math, and Science
    - iii. Follow-up of previous year students that are in postsecondary education, military, employed, service programs or serving in the Peace Corp.
    - iv. Percentage of CTE concentrators that have graduated from high school and attained a postsecondary credential including industry certification and end of program assessment.
    - v. Percentage of CTE concentrators that are participating in programs of study that lead to a non-traditional field.
  - b. Postsecondary
    - i. Follow-up of concentrators completing the program that are in postsecondary education, military, employed, service programs or serving in the Peace Corps.
    - ii. Percentage of CTE concentrators who receive a postsecondary credential upon completion or within one year of completing. (Includes certificates or degrees)
    - iii. Percentage of CTE concentrators that are participating in programs of study that lead to a non-traditional field.

**NOTE:** Above data must be broken out by each special population group, gender, major racial and ethnic groups and migrant status

Representatives of special populations (Perkins: section 3 (48) must include:

*(48) SPECIAL POPULATIONS.-- The term ``special populations" means--*

*(A) individuals with disabilities*

*(B) individuals from economically disadvantaged families, including low-income youth and adults;*

*(C) individuals preparing for non-traditional fields;*

*(D) single parents, including single pregnant women;*

*(E) out-of-workforce individuals;*

*(F) English learners;*

*(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);*

*(H) youth who are in, or have aged out of, the foster care system; and*

*(I) youth with a parent who—*

*(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10,*

*United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title.*

2. Based on your student data:

- a. Which performance accountability indicator targets are you meeting and not meeting at the program levels?
- b. What are the root causes for meeting or not meeting these targets including gaps between genders, races and ethnicities?

## **II. Description of Career and Technical Education (CTE) Programs**

*(NOTE: The term "CTE Programs" is - High School: CTE Programs of Study or Technical College: CTE Programs)*

1. Career and Technical Education Programs

- a. List your CTE programs.

Based on your list, describe how your CTE programs:

- a. Are sufficient in size, scope and quality to meet the needs of all students served by the recipient;
- b. Align to state, regional or local in-demand industry sectors or occupations identified by the State Workforce Development Board (WIOA Section 101 (29 U.S.C. 3111) (Workforce Innovation and Opportunity Act) or



- c. Are designed to meet local education or economic needs not identified by the state workforce development board or local workforce development board.
- 2. What businesses/industries are projected to grow the most in your region or local area in the next three to five years?
- 3. To what degree do your programs
  - a. Expose students to the in-demand industry sectors or occupations in your region?
  - b. What are the gap areas?

### **III. Progress Toward Implementing Career and Technical Education (CTE) Programs**

- 1. Describe how each of your CTE programs align and articulate vertically –
  - a. For High School:
    - i. Which CTE courses count for dual credit or other type of early postsecondary credit?
    - ii. Which CTE programs vertically align with existing postsecondary programs?
  - b. For Technical College:
    - i. Which CTE programs vertically align with in-demand occupations in your region or local area?
    - ii. Which CTE programs reflect high-skill and high-wage occupations in your region or local area based on state definitions?
- 2. Describe how each of your CTE programs embed various work-based learning experiences (e.g. industry speakers, mock interviews, job shadow, internship, apprenticeship).

### **IV. Recruitment, Retention, and Professional Development**

- 1. What processes are used to recruit and onboard new CTE teachers and student support staff?
- 2. What approaches do you plan to take to strengthen your recruitment and retention process, especially for teachers coming directly from industry?
- 3. Teacher professional development:
  - a. What types of professional development on (a) instructional practice, (b) industry expertise, and (c) technical skills teaching do you provide for your CTE teachers?

- b. How many times – in a given school year – do you schedule professional development for your CTE teachers?
  - c. Describe how you plan to improve the quality the current professional development offerings.
- 4. Describe how you plan to strengthen existing professional development for your student support staff, including paraprofessionals and school counselors.
- 5. What approaches do you plan to take to strengthen your existing recruitment of student support staff, including individuals who are typically underrepresented in these occupations?

**V. Student Equity and Equal Access**

- 1. Are academically underperforming students and/or students from special population groups (refer to Perkins definition) taking part in CTE programs at disproportionate levels, in comparison to the overall student population?
- 2. If so, what are the causes for these disproportionate levels?
- 3. Do students who concentrate in a CTE program also have the same level of access to upper level academic courses that students who do not concentrate do?
- 4. Specifically for special populations:
  - a. Describe the approaches being taken to remove student learning achievement barriers that result in low access or low performance.
  - b. Describe the approaches being taken to increase the number of students who achieve at the department promoted Perkins performance levels.
  - c. Describe the approaches being taken to prepare special populations for high-skill, high-wage occupations in in-demand industries, leading to greater self-sufficiency.

## VI. Goals based on Identified Needs

1. What is your overall vision for your CTE programming?
2. What are your top three priorities over the next two years?
3. What is your plan to:
  - a. Support or expand your high-quality CTE programs?
  - b. Transform or retiring the less successful ones?
4. What do you most need support from the department? (e.g. professional development, recruitment, visioning, etc.)

## VII. Consultation of Stakeholders

### Required names and signatures according to Perkins V

*[Schools will need to engage and obtain names, organization name/position title (where applicable), and signatures. We will need to create this stakeholder section accordingly] Source: Perkins: section 134, (D)*

*(d) CONSULTATION. - In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection (b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum —*

- 1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;*
- 2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;*
- 3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;*
- 4) parents and students;*
- 5) representatives of special populations;*
- 6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);*
- 7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and*
- 8) any other stakeholders that the eligible agency may require the eligible recipient to consult.*

## STUDENT PERFORMANCE

### Perkins V Section 134(c)(2)(A)

1. An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

## MATERIALS TO REVIEW

Perkins performance data for the past several years, aggregated and disaggregated by CTE program and subpopulation groups

Secondary Indicators	READ	MATH	SCIENCE	GRAD	PLACE	IND CERT	NTCON
STATE GOAL							
Grand Total							
GENDER							
Female							
Male							
RACE/ETHNICITY							
American Indian or Alaskan Native							
Asian							
Black or African American							
Hispanic/Latino							
Native Hawaiian or Other Pacific Islander							
Two or More Races							
White							

SPECIAL POPULATIONS CATEGORIES							
Individuals With Disabilities (ESEA)							
Economically Disadvantaged							
Nontraditional Enrollees							
Single Parents							
Out of Workforce Individuals							
English Learners							
Homeless Individuals							
Youth in or aged out of Foster Care							
Youth with a Parent in Active Duty Military							
Migrant							

Postsecondary Indicators	PLACEMENT	CERTIFICATIONS	NT-CONCENTRATORS
STATE GOAL			
Grand Total			
GENDER			
Female			
Male			
RACE/ETHNICITY			

American Indian or Alaskan Native			
Asian			
Black or African American			
Hispanic/Latino			
Native Hawaiian or Other Pacific Islander			
Two or More Races			
White			
<b>SPECIAL POPULATIONS CATEGORIES</b>			
Individuals With Disabilities (ESEA)			
Economically Disadvantaged			
Nontraditional Enrollees			
Single Parents			
Out of Workforce Individuals			
English Learners			
Homeless Individuals			
Youth in or aged out of Foster Care			
Youth with a Parent in Active Duty Military			
Migrant			

## APPENDIX J – FISCAL RESPONSIBILITY CHECKLIST

### Fiscal Responsibility Checklist

School Name: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator: \_\_\_\_\_

Print Name

Administrator Signature

The Perkins V local application, in consultation with the Comprehensive Local Needs Assessment, addresses the following:

Statement	Yes	No	N/A
1. A summary of the Comprehensive Local Needs Assessment is provided.			
2. Identifies how the results from the Comprehensive Local Needs Assessment help identify which CTE activities and courses will receive funds from the grant.			
2.1 Description of the new programs of study that will be developed and submitted for Agency approval.			
2.2 Description of how <u>all</u> CTE students will learn about CTE course offerings and whether each course is part of a CTE program of study.			
3. Provide a description of how the eligible recipient, in collaboration with local Workforce Development Boards and other workforce agencies, one stop delivery systems and other partners will provide career exploration and career development coursework, activities or services.			
3.1 Describe how grant recipients will provide career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage or in-demand industry sectors or occupations, as determined by the Comprehensive Local Needs Assessment.			
3.2 Describe how grant recipients will provide an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program.			
4. Provide a description of how the grant recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education.			
5. Provide a description of how the grant recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.			
5.1 Describe how the grant recipient will prepare CTE participants for non-traditional fields.			
5.2 Describe how the grant recipient will provide equal access for special populations to CTE courses, programs and programs of study.			

Statement	Yes	No	N/A
5.3 Describe how the grant recipient will ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.			
6. Provide a description of the work-based learning opportunities that the grant recipient will provide students participating in CTE programs.			
6.1 Describe how the grant recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students participating in CTE programs.			
7. Provide a description of how the grant recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent programs or early college high school, as practicable.			
8. Provide a description of how the grant recipient will coordinate with the eligible agency and institutions of high school education to support recruitment, preparation, retention and training, including professional development of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.			
9. Provide a description of how the eligible recipient will address disparities or gaps in performance in each of the plan years.			
9.1 Describe the additional action the grant recipient will take to eliminate disparities or gaps if no meaningful progress has been achieved prior to the third program year.			
10. All assurances are confirmed by checking the box stating the eligible recipient assures that the (items 1-8) stakeholders were involved in developing the local application.			



## APPENDIX K – SUMMARY OF WRITTEN RESPONSES (INDICATOR SURVEYS)

### A. 1S1 Four-Year Graduation Rate

- Trabajar más opciones de incentivo de paga por la práctica ocupacional. Esto motiva al estudiante a terminar su grado 12.
- Un 85% de nuestros estudiantes se gradúan y va para la universidad.
- Aunque estamos en una posición promedio, estamos trabajando para aumentar la tasa de graduación a cuatro años.
- Durante el año Escolar se mantiene orientándose a los estudiantes y se le da seguimiento para aumentar tasa de graduación.
- Entiendo que podemos mantenerse en este por ciento por un año más.
- Nuestro Programa tiene una tasa de graduación que supera las expectativas del indicador.

### B. 2S1 Academic Proficiency in Reading Language Arts

- Promover más la entrada de los estudiantes del área ocupacional al programa de nivel avanzado. Muchas veces se ven excluidos por entender que al ser ocupacionales no seguirán carreras en donde puedan ser retados.
- Nuestra escuela en resultados meta obtuvo un nivel de proficiencia de 82%
- Aunque ha ocurrido un aumento con respecto al año anterior debemos aunar esfuerzos para aumentar los niveles de proficiencia del 2S1, precisamente utilizando más eficientemente los “blueprints” tanto en español como en inglés.
- Continuar con los repasos de pruebas METAS todos los lunes. Desarrollo de estrategias y continuar seguimiento con repasos, olimpiadas de pruebas.
- Los estudiantes necesitan internalizar la importancia de las destrezas académicas va a la par con las ocupacionales.

### C. 2S2 Academic Proficiency in Mathematics

- Mayor integración de matemáticas al currículo de enseñanza ocupacional.
- La clase debe ser más amena, utilizar programas y que los libros no sean tan áridos.
- Debemos aunar esfuerzos para aumentar los niveles de proficiencia del 2S2, precisamente utilizando más eficientemente los “blueprints” en matemáticas, que es la materia de prioridad en la mayoría de las escuelas del DEPR.
- Se desarrollan estrategias como repasos, documentos impresos de práctica, utilización de plataformas digitales y continuo seguimiento.
- Aunque la vida misma es una matemática encuentro el indicador adecuado ya que la tecnología está bien avanzada y en cada escenario del mundo laboral encontrarán herramientas para superar cualquier dificultad.
- Entendemos que se debe trabajar la base de la proficiencia en matemática más allá de los ocupacional ya que es un aspecto sumamente significativo el que la mayoría de las

escuelas superiores No alcancen los niveles de proficiencia en matemáticas. hay que reevaluar currículos.

D. 2S3 Academic Proficiency in Science

- Nuestra escuela en resultados meta obtuvo un nivel de proficiencia de 89%.
- Se enfatiza el enfoque en feria científica, repasos y prácticas en salón. Utilización de las plataformas digitales.
- Se puede alcanzar, lo que pasa es que los estudiantes no le ven la importancia que tienen estas pruebas META-PR.
- Entiendo será posible alcanzar el porcentaje proyectado.
- La materia de ciencias suele ser más agradable para el estudiantado. Nos deberíamos enfocar en clases estilo laboratorio en un 80%.

E. 3S1 Post-Program Placement

- Es importante que se establezcan bien los protocolos para realizar estas tareas. Un documento explicando cómo se debe llevar este proceso debe ser prioritario.
- Se le da seguimiento cuando el estudiante finaliza el cuarto año para saber que decisión va a tomar en sus estudios.
- Lo considero adecuado ya que debido a que nuestros graduados la mayoría son menores de edad, se nos dificulta ubicarlos en un empleo, por lo que se le da las herramientas y motivación necesaria para continuar estudios universitarios.
- Las consejeras escolares deben de mantener un registro para darle seguimiento y no perderlos después que el estudiante sale de escuela superior.
- Se puede hacer una base de datos desde la escuela y/o página web para mantener contacto los graduados y conocer de primera mano lo que están haciendo (estudiando, trabajando) desde que se graduaron.

F. 4S1 Non-traditional Program Concentration

- Se puede aumentar si se presentan los cursos vocacionales a las escuelas intermedias y además de las oportunidades de los institutos tecnológicos.
- Promover un currículo que promueva la equidad de género.
- Este año el grupo nuevo aumentamos la tasa de participación de varones.
- Nosotros realizamos la divulgación del programa y se invita a todos los géneros a participar del mismo sin excepción de persona.
- En las escuelas CTE creemos en la equidad de género, promoviendo los oficios de igual manera a niños y niñas.
- La orientación adecuada y efectiva en todos los ámbitos es necesaria y se debe variar los ofrecimientos de acuerdo con el flujo de nuestra economía promoviendo las de difícil reclutamiento. Dirigiéndonos a hacia las Ciencias, Matemáticas y tecnología.

- La visión de equidad de género es una que se debe trabajar desde la primaria o, más temprano, desde el hogar, para proveerle a los padres herramientas para cambiar ese tabú.
- Entiendo que sí. Ya no se ve tan marcado que las profesiones sean catalogadas por género.

G. 5S3 Graduating from CTE High School Having Participated in Work-Based Learning

- Bueno primero tienen que hacer una campaña en los colegios técnicos de cada profesión y dar seminarios para que los patronos conozcan los beneficios de tener un estudiante practicando en su compañía como por ejemplo ir al colegio de técnicos de Refrigeración y a/c y dar un seminario a los técnicos y así los que tienen compañías conozcan que los estudiantes tienen seguro permiso de menores y si tienen beneficios para emplearlos.
- El 100% de los estudiantes de nuestra escuela participaron en el Aprendizaje Basado en Trabajo obteniendo una experiencia agradable. La remuneración que se le ofreció este año fue exitosa. Los patronos privados estuvieron muy satisfechos por la labor de los estudiantes y así lo informaron en evaluación del estudiante.
- No se puede exigir paga en el WBL. Esto dificulta que aparezcan lugares donde poder practicar.
- Adecuado ya que todos los estudiantes deben realizar WBL para mejorar su aprendizaje. Debemos tener en cuenta la ubicación de las escuelas ya que en muchos pueblos pequeños no hay suficientes lugares con la capacidad de aceptar todos nuestros estudiantes a la vez. Lo digo por los estudiantes de enfermería que no pueden estar solos en el área de experiencia de trabajo y la maestra debe acompañarlos en todo momento. Es importante equipar bien los salones con simuladores para cumplir al 100% con el indicador.
- En mi escuela los estudiantes participaron el año pasado y fue una experiencia increíble ya que vieron la pertinencia y que el contenido del programa ocupacional los ayudó en su experiencia de WBL.
- Debe haber una mayor orientación para que los patronos, universidades y posibles colaboradores apoyen y abran mayores oportunidades, e incentivo para los patronos que colaboren con el programa. Orientar de forma enfática a la administración de cada escuela vocacional para que se cumpla con todas las estrategias del programa.
- Esta parte me encanta y la llevo haciendo hace años con mis estudiantes. Mis estudiantes realizan su WBL en agencias públicas o privadas y la experiencia es buenísima. En muchas ocasiones les ayuda a decidir qué harán en el futuro. Adicional, que cuando se gradúan de cuarto año ya pueden contar con experiencia laboral.
- Estoy muy de acuerdo en que tengan esta experiencia además de en la escuela salgan al campo laboral; la única desventaja es que si los patronos deben pagarles se nos hará algo difícil conseguir un lugar donde puedan adquirirla. Entiendo que la situación

económica que están experimentando los comercios no les brinda muchas oportunidades a nuestros estudiantes ya que no están dispuestos a pagarles.

H. 1P1 Postsecondary Retention and Placement

- Debe mantenerse o aumentar.
- Las articulaciones con la universidad nos ayudan a tener esa continuidad.
- El 100% de los estudiantes llenaron el formulario de seguimiento al graduando. Notificaron estar aceptados en una institución postsecundaria.
- Proveer recursos físicos a las escuelas y además los laboratorios deben de modernizarse y estar adecuados. Deben ser más supervisado por el personal de nivel central y ORE.
- Se debe dar seguimiento en buscar matrícula en las escuelas ocupacionales.
- Recomendando la articulación con los institutos relacionados a los diferentes cursos ocupacionales.
- Se debe trabajar arduamente en la divulgación de los Institutos en los distintos medios de publicidad para que la matrícula aumente.

I. 2P1 Earned Recognized Postsecondary Credential

- De nuestra matrícula hubo estudiantes que obtuvieron créditos estudiando por articulación universitaria. Además, su labor en el College Board les permitió entrar a cursos avanzados en la universidad.
- Proveerle oportunidad a los estudiantes para que puedan terminar su grado, diploma o certificado.
- Retomar la divulgación desde agosto sobre los programas y retenerlos. Deben ser creativos e innovadores para la retención.
- Lograr mayores alianzas con los Institutos y fortalecer las ya existentes. Proveerle mejores oportunidades a los egresados de las escuelas vocacionales para que estos vean en los Institutos del Departamento de Educación una alternativa realista. Divulgar enfáticamente, estas oportunidades a los estudiantes de las escuelas vocacionales. Lograr una reestructuración de los ofrecimientos y una mayor estabilidad de estas instituciones.
- Todos mis estudiantes completaron con su certificación.

J. 3P1 Non-traditional Program Enrollment

- Si se ha reforzado, pero deberían de resaltar a los estudiantes que están en cursos no tradicionales y hasta presentarlos a los medios para que así se puedan vender los cursos vocacionales.
- Necesitan la mentalidad de las instituciones universitarias que muestran su reclutamiento de estudiantes (salir de las oficinas y de los salones para ir por la

- comunidad a ofrecer los cursos promoción y más no esperar que los estudiantes lleguen a las vocacionales deben traerlos a ella).
- El participar de orientaciones de instituciones postsecundaria ayuda grandemente al estudiante decidir que estudiar. Deben existir más cursos no tradicionales en las superiores de temas que les guste a los estudiantes.