
PUERTO RICO NARRATIVE REPORT 2011 – 2012

Successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.

The Puerto Rico Department of Education Adult Education Program promotes continuous learning and the integral development of the adult education student's social values. This is accomplished through an educational system that is free, accessible, effective, equitable and non-sectarian in public, private, and non-profit institutions.

It is a guiding principle of the PRDE to promote services that are more flexible and tailored to the needs of the specific populations served by the various programs, these services are more streamlined and accessible to participants. These include state of the art technology for better program management and student tracking and incorporate the use of technology into the learning process to provide students with an adequate preparation for the demands of a technologically oriented local and world market.

The activities and principles of the Adult Education Program that support and fulfill its mission are:

- Providing educational experiences that are in concert with the current needs and aspirations of the adult student.
- Promoting lifelong learning.
- Promoting the collaboration and integration of services between partners such as the Department of Corrections Rehabilitation Centers, Department of the Family, Department of Labor, Vocational Education, Technology Education, Title I Neglected and Delinquency and the Special Education and Regular Academic programs to further develop the educational progress, eliminate duplicity and maximize the availability of services to qualifying participants.
- Providing flexible and alternative services to fulfill the needs and characteristics of the adult population.
- Promoting the development of Adult Education Programs through equity of funding and services to eligible service providers from the public, private and non-profit sector.
- Updating the curriculum and materials with standards of excellence that facilitate the mobility of the adult education student to the workforce.
- Promoting the professional development of the personnel in the Adult Education Programs.
- Determining student achievement and program outcomes through an evaluation and reporting system that is systematic and reliable.
- Recognizing, honoring and promoting quality and excellence in students, programs and personnel through conferences, newsletters and the Adult Education Program and PRDE homepages.

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- Promoting program accountability through a management information system that is reliable and validates program outcomes.

However special emphasis has been made this year to further develop the following activities:

Updating the curriculum and materials with standards of excellence that facilitate the mobility of the adult education student to the workforce.

Curricular Revision

For the last three years the Puerto Rico Department of Education, Adult Education Program (PRDE/AEP) has had a curricular review project in place to update and transform practices and processes associated with adult learning needs for the XXI Century. This is a very important project for Puerto Rico from both an educational perspectives and from the work force characteristics prevalent on the island. In addition, the project includes the development of tests to meet the National Reporting System (NRS) requirements for measuring academic gain.

Seven work and development groups work concurrently on the curricular review process. Groups of Adult Education teachers, experts on curricula and instruction, experts on each of the disciplines, experts on Assessment, and experts on Statistics, Testing and Validity Processes worked independently and as a cohesive entity under the guidance of Principal Investigators to complete the curricular development effort. These teams of over 500 persons completed the work in record time with the support of the senior staff of the Adult Education Program.

As a main accomplishment the new curricula has been created and approved for initial implementation which started in August, 2012.

During this year, the curricular review project had the following tasks:

1. Developed all the processes, instruments and documents required to implement the curricular revision for all levels and academic themes.
2. Develop and complete the pre and post tests for all levels and basic disciplines.
3. Complete all assessment process and materials for the new curricula.
4. Plan and develop the training and professional development plan for the new curricula.

Accomplishments of the project for 2012:

1. Conducted field testing (all levels and disciplines) to ascertain validity of the pre and post tests in accordance with OVAE validation requirements for NRS purposes (see Table 1).
2. Submitted by September 30, 2012 the tests and supporting validation data to OVAE for approval for NRS purposes.

Table 1: Number of Adults that have taken the tests

	ABE 1	ABE 2	ABE 3	ABE 4	ASE 1	ASE 2	TOTALS
Math	10	15	24	430	1,471	1,725	3,675
English	4	6	24	425	1,509	2,132	4,100
Total	14	21	48	855	2,980	3,857	7,775

3. Published and disseminated the new academic standards for each level and each of the five mayor academic composite themes (five of them: English, Spanish, Social Interactions, Science and Mathematics). Developed new curricular letter of Adult Education Program aligned with new standards.
4. Developed course syllabus for each course; for all integrated theme areas, levels and grades.
5. Developed five educational plans for all courses (all integrated theme areas, levels and grades) with detailed classroom activities to serve as a classroom guide to the teachers on how to implement the new curricula, to include suggested assessment activities and suggested activities to increase or decrease the level of difficulty while teaching each content area. The intent is to provide teacher with the tools (“how to”) necessary to successfully implement the new curricula in the classroom. Specialized training was offered to all DEPR/PEA teachers on special training sessions in August and September of 2012.
6. Selected two demonstration centers for each of the seven Educational Regions in the Island to provide the first level of assistance and mentoring processes to the other centers within the region. Specialized training was offered to the teachers and support staff of the demonstration centers on the new curricular paradigm, the academic standards and on the support educational materials.
7. Conducted train the trainer’s processes of the new curricula to the teachers and support personnel of the demonstrations centers.
8. Initiated the implementation process on the new Curricula in August, 2012.

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9. Established follow up monitoring and training processes to assure all PEA teachers acquire the required level of expertise in the new curricular paradigm and the processes associated with the development of educational plans to complement those already produced by the project.
 10. Promoted a continuous and on-going assessment process to guide the implementation process.

Promoting program accountability through a management information system that is reliable and validates program outcomes.

Development and upgrade the information system of the Adult Education Program

The upgrade of the student information system is 80% completed. The screens that allow system users to use and analyze system data has been 100% completed. Training sessions and technical assistance on system operation and dashboard use were offered to different users and dependencies as a pilot project.

Development and deployment of a comprehensive monitoring plan

A comprehensive monitoring plan was developed and deployed in compliance with audit results and recommendations. Personnel from the seven regions and the Central Level visited all providers, counselors and administrative auxiliaries to perform a fiscal and program audit. One hundred percent (100%) of the records were examined and are in compliance. One hundred percent (100%) of the Centers were submitted to the field validation process of the School Organization and all program documentation was revised and updated.

Promoting the professional development of the personnel in the Adult Education Programs.

During this year several activities were organized to provide professional development to the Adult Education Programs personnel focused in rules and regulations related to academic, administrative and fiscal areas. This included administrative personnel, counselors and teachers. The following activities were offered to a total of 2981 participants:

- Orientation and retraining to 150 administrative personnel about:
 - Puerto Rico Education Strategic Plan for 2009-2012
 - Functions and evaluation of the Administrative Auxiliary Personnel and the National Reporting System” (NRS) and the “Puerto Rico Adult Education Management Information System” (PRAEMIS).
- Residential Workshop to 135 Executive Directors, Teachers facilitators and Counselors about:
 - Legal Issues

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- Puerto Rico Education Strategic Plan for 2009-2012
 - Outcomes Report in the National Reporting System” (NRS).
 - Record Evaluation
 - School Transcripts
 - Work Plan Preparation
 - Outcomes Report of the PEA Counselor
 - External Evaluation
- Residential Workshop to 169 Executive Directors, Teaching Facilitators and PEA Executive Directors about:
 - Puerto Rico Education Strategic Plan for 2009-2012
 - General Administratives Issues
 - Teacher Certification in the Adult Education Program
 - Use and Analysis of the data from the Outcomes Report in the National Reporting System” (NRS).
 - Administrative Processes for Diploma and Certifications award
 - Orientation about the Curricular Revision Project
 - Personnel Professional Development and the Andragogy Certification Program
 - Information System Project
 - The following conferences were offered to this population
 - External Evaluation
 - Constructivist and Transformational Leadership
 - Andragogic Teaching and the creation of ludic spaces
 - Teamwork
- 100% of Teaching Personnel were trained in the new curriculum and the Alphabetization Project.
 - Orientation about the School Year to 199 providers and administration staff.
 - Orientation about the National Reporting System and PRAEMIS to 157 induction personnel.
 - Professional Development Activities for 1,463 teachers of Basic Education, Secondary Education and English as Second Language.
 - Curricular revision workshops for 274 teachers of Basic Education, Secondary Education and English as Second Language.
 - Residential Workshop for the Executive Directors, School Directors and Academic Facilitators for providing training to new hire teachers and program personnel in curricular and administrative aspects of the Program.
 - Residential Workshop to 434 Directors of the Test and Certification Units and Teachers from the Centers and Institutions of the AEP about:
 - Teacher Training:
 - Adult Education: Rebuilding the Path of Education for everybody
 - Walking from What to How in Educational Planning
 - Content specific Workshops
 - Directors Training
 - Legal Issues
 - Administrative Issues
 - Puerto Rico Education Strategic Plan for 2009-2012
 - Communication Protocol with Central Office

- Needs Assessment
- How to prepare a transcript

Evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.

Based on this year's results as shown in the tables below in all levels except two the Adult Education Program has exceeded the negotiated performance measures. Our population remains with the same profile as in years before. However there is a sustained percentage increment [this year is 46%, in year 2009 was 25% and in 2010 was 41%]in participants that are outside the labor market. This means that this individuals will not seek a job. The average participant is male between the ages of 16 and 24 years, is living in a rural area, is unemployed and/or earning a low wage and is dependent on some kind of public assistance program (see Table 4).

Summary of effectiveness

Table 2: Literacy Skills Level Outcomes

2011-2012						
Literacy skill levels	Participants		Performance Percentage Negotiated	Number that Completed level	Diference	Performance Indicator
	M	F				
Basic Education						
Beginning Literacy ABE (0-1.9)	158	77	20%	51%	31%	Above Level
Beginning Basic Education ABE (2-3.9)	228	89	43%	37%	-6%	Under Level
Low Intermediate ABE (4-5.9)	409	105	30%	29%	-1%	Under Level
High Intermediate ABE (6-8.9)	2447	748	31%	39%	8%	Above Level
TOTALS	3242	1019				
Secondary Education						
Low Adult Secondary Education (9-10.9)	5516	3405	32%	45%	13%	Above Level
High Adult Secondary Education (11-12)	5555	4622	25%	43%	18%	Above Level
TOTALS	11071	8027				
ESL						
Beginning Literacy ESL	154	329	23%	60%	37%	Above Level
Low beginning ESL	72	119	55%	69%	14%	Above Level
Low Intermediate ESL	16	30	36%	100%	64%	Above Level

High beginning ESL	25	57	42%	94%	52%	Above Level
High Intermediate ESL	5	3	45%	100%	55%	Above Level
Low Advanced ESL	77	132	25%	94%	69%	Above Level
TOTALS	349	670				

Employment

Table 3: Employment Level Outcomes

2011-2012					
Performance Measures*	Number of Participants Achieving Outcome	Performance Percentage Negotiated	Percentage that Completed Level	DIFERENCE	PERFORMANCE STATUS
Entered employment	341	60%	53%	-7%	Under Level
Retained employment	458	62%	82%	20%	Above Level
Earned a GED or earned a high school diploma	1790	81%	83%	2%	Above Level
Entered post secondary education or training.	560	70%	73%	3%	Above Level

Population Profile

Table 4: Population Distribution

2011-2012							
			AGES	Male	%	Female	%
Handicapped	492	2%	16-18	7040	31%	4748	21%
Employed	2889	13%	19-24	3787	17%	1726	8%
Unemployed	11057	49%	25-44	3231	14%	2289	10%
Outside Labor Market	10432	46%	45-59	441	2%	770	3%
In Public Assistance	8922	39%	60 or more	133	1%	164	1%
Rural Area	9034	40%					
Low wages	7466	33%					
Displaced Home Worker	602	3%					
Single Parents	1750	8%					
Displaced Workers	244	1%					
Learning Disabilities	1483	7%					

Integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards, adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the one-stop system and an estimate of the Title II funds being used to support activities and services through the one-stop delivery system.

The Adult Education Program is represented in the State Workforce Investment Board by Dr. Helen Sosa Staples which is the Puerto Rico Education Department Secretary representative.

During this year two meetings with the WIA Board and one meeting with the local Board were held to discuss services and requests implementations. Written communications were sent to all Local Boards to establish priorities and services coordination. Two dissemination activities were programmed and implemented to offer services to different communities and municipalities.

Describe successful activities and services supported with EL/Civics funds, including the number of programs receiving EL/Civics grants and an estimate of the number of adult learners served.

This year with the funds that support EL/Civics programs a total of 175 participants (118 male and 57 female) were served. All participants were Hispanics with the majority (47%) in the 24-44 years age group, 77% were employed and 23% unemployed when they started the program. All participants were in ESL level 6 and completed the level.