

4.1. EPP's current CAEP Accreditation Status & Reviewed Programs

4.2. CAEP Accountability Measures 2023-2024 Academic Year

- **Measure 1 (Initial): Completer effectiveness and Impact on P-12 learning and development**

A. Student learning/growth impact indicator

The results from EPP completers' Contact Survey, designed by the Induction to New Teachers' Project in March 2015, and revised annually, helped to identify nine (9) categories related to "*student achievement supported by completers*". In 2023-24, nine categories were selected by 48 completers (n=33), which can select more than one category. The Survey was powered by Google Forms, a platform adopted by UPRRP with high capacity and safety. Completers mentioned they have been mentors and have promoted the development and learning of their students in areas such as academic achievement, socio-emotional growth, student organizations and leadership, college admissions, and results in competitions and contests where their students have received awards. This indicator developed by the EPP implies that the advice and support that completers provide to their students stimulates their performance inside and outside the classroom and helps them to successfully project themselves outside the school. As a matter of fact, academic and personal emotional achievements were reported the most by completers.

Figure 1- Students' achievements supported by you (completer) Choose all categories that apply.

Students achievements supported by completers graduated from 2023 to 2024	Frequency	%
Student academic achievements	23	14.9
Student emotional and personal achievements	22	14.3
Student groups developed	20	13.0
Achievements in research	10	6.5
Admission into academic programs	15	9.7
Professional achievements	14	9.1

Awards	17	11.0
Contributions to the school or community	19	12.3
Community participation	14	9.1
Total	154	99.9

Table 1- Specific students' achievements promoted by completers

Contributions to the school or communities	Participation in educational competitions
Developed a reading program with younger and older students	Participation in extracurricular activities (Career Day)
Worked with students to improve their study habits	STEM area collaboration with nonprofit organizations
Discussion forum between Special Education Parents and General Education Teachers	Participation in theater productions
Development of a school garden	Leading student organizations
Coordinated study programs	Implementation of the Project-Based Learning Model
Individualized support? Emotional intelligence Development	Created a School Photojournalism Club
Community theater productions	Leading a student dance organization and bringing performances to different schools and municipalities
Creation of visual arts methodology and establishment of a Fine Arts program	Science club and Science Fair
Ointegration of photo essays to highlight the role of women in various disciplines	Literacy Program
	Micro-Research project on social issues in Puerto rico
	FBLA Competence

B. Completers effectiveness reported by employers

EPP Program has created multiple Google Forms that were sent to our completers and employers from our database. These questionnaires were voluntary and confidential. We asked completers and employers to let us know what activities our completers have done in their work contexts that had an impact on students. This data represents only 2023-24 cycle.

The students' achievements reported by completers were consistent with those collected in previous years. To cross validate the self-reported data, we surveyed seven (7) employers who account for 48 completers in their schools.

Figure 2- Students' achievements supported by completers (employers 'perspective) Choose all categories that apply.

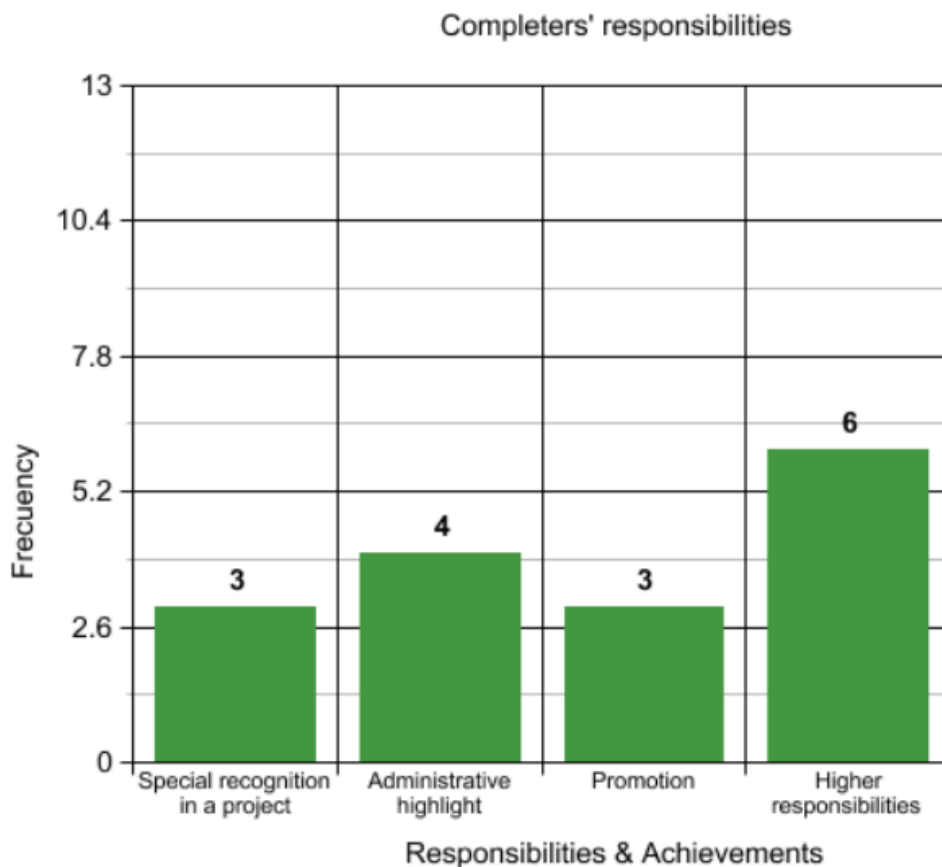
Students achievements supported by completers graduated from 2023 to 2024 (Employers' perspective)	Frequency	%
Student academic achievements	3	12.5
Student emotional and personal achievements	4	16.7
Student groups developed	3	12.5
Achievements in research	2	12.5
Admission into academic programs	1	4.2
Professional achievements	1	4.2
Awards	2	8.3
Contributions to the school or community	5	20.8
Community participation	2	8.3

Total	23	100
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C. Completers' Effectiveness- Responsibilities and achievements of our completers

In a Google Form developed by PEE program: <https://forms.gle/d7ePy1bYnxf264fk9>, completers from data cycle 3023-24 were asked If they had any achievements, responsibilities or promotions within their work scenarios. Thirteen completers (n=13) responded the questionnaire. From the data obtained, 46.15% of completers had **Higher Responsibilities** in their school (n=6); 23.08% got a **Promotion** (n=3); 30.11% obtained an **Administrative Highlight** (n=4) and 23.08% got a **Special Recognition in a project** (n=3).

Figure 3-Completers' responsibilities & Achievements



D. Completers' Effectiveness- Focus Groups Meetings:

On January 22 and 25, 2025, EPP Program Staff had two focus groups with a few completers. In the focus groups meetings, we had the opportunity to talk with completers about their evaluation process and their achievements in their work scenarios.

Questions asked:

1. Please briefly describe your evaluation experience within the Department of Education (DE) or a preschool education agency.
 - i. How many times have you been evaluated from 2019 to the present?
 - ii. Was a rubric-type document used?
 - iii. Who visited you to observe your class and review related documents?
2. What areas do you consider to be your strengths, and what areas would you like to improve?
3. Is the DE or preschool agency efficient in providing professional development, specifically workshops requested by you or your peers?
4. Have you been promoted to carry out tasks such as consulting, mentoring other teachers, special projects and research, or received promotions in rank and salary?
5. Did your school begin the academic year (August 2023 and January 2024) with all teaching teams fully staffed?
6. What suggestions would you give to the School of Education? And to your employer, the Department of Education? Or to the agency that employs you?

Table 2- Completers in Focus Groups Meetings

Completer	General information	Achievements
Angie Camacho	32 years of experience	-
Vanessa Aponte	Area of teaching: Preschool	Got a promotion and was recognized in a school group of exemplary teachers
Elsa Castro	Teacher/ director/ teaching facilitator	Got a promotion
Zorimar Siaca	-	Got a promotion
Yarilú Cruz		Got a promotion to Administrator and support of the director
Edna Rodríguez Serrano	Area of teaching: Kinder	-
Lourdes Torres Santos	Area of teaching: Social Studies 9 years of experience	DEPR Evaluation: Exemplary
Sheila Mercado	Area of teaching: Spanish- Middle School 35 years of experience Master's Degree: Secondary Education	Provided support to other teachers in her school and helped them through their evaluation process.

Kelly Ayala	Area of teaching: English- Middle School	<p>Created a pilot group to prepared them for the META evaluation, obtained positive results.</p> <p>Has raised efforts to inculcate love for reading to preschool children, without the support of the administration of her school</p> <p>Created an extracurricular activity for her students where they searched for donations to help the conservations of <i>tinglares</i>.</p>
Chavely Santiago	Area of teaching: Social Studies	DEPR Evaluation: Exemplary
Migdalia Varela	Area of teaching: Health	Highlighted that her work with students it's to help them learn life skills, listen to them and incorporate other subjects in her classes. She works with her students as s Focus Groups with a humanistic approach.
Karla Monge	Area of teaching: Special Education	<p>Win the Teacher of the Year in 2021</p> <p>Developed workshops to help other teachers learned normative document and in their planification process.</p> <p>Works with a project: Independent Life, where preschool to 3rd grade children with special needs go to excursions.</p> <p>Has a project of board games that take place during lunchtime.</p> <p>Developed a kitchen-garden for the school and the students help her.</p>

E. *Completers' Effectiveness- Tallereando Por la Paz:*

This event took place on March 14, 2024, at the Faculty of Education, UPR-Río Piedras. It was coordinated by two of our completers, Raúl Falcón and Tayna Rivera, in collaboration with the UNESCO Chair for Peace. The event featured a series of workshops developed by various individuals, including some of our completers, to explore topics related to our culture, Afro-descendance, and heritage. The event had a significant impact on public school students and other educators. Other completers, such as Denisse Navarro, also participated by bringing her students to the activity.

Some of our completers and their workshops include:

1. Elsa Castro

Voices That Transform: Anti-Racist Language Workshop Through Poems and Songs

Description: This workshop is a committed initiative aimed at eradicating racism, promoting the correct use of anti-racist language as a fundamental tool for building an inclusive and respectful society. Through this workshop, the goal is to empower young people to become agents of change, using their creativity in artistic and cultural activities that reflect and celebrate their diversity.

2. Viviana López Ramos

The turban and curly hair, pride of our Afro-descendant heritage.

Description: This workshop celebrates the beauty and cultural legacy of Afro-descendance, teaching techniques to wear and care for turbans along with hairstyles that highlight the natural texture of curly hair, promoting empowerment and a deeper connection to Afro identity.

▪ **Interviews:**

We also had the opportunity to interview three of our completers about their experience with the workshops and their experiences doing activities with their students outside the classroom.

Some of the quotes are:

Denisse Navarro (Completer):

“I feel extremely proud to have graduated from here, to be able to share with my students, who are almost university students now, my University, share with them my experiences and the invaluable growth this University gave me, both personally and professionally. And I’m hopeful that they will consider this University as an option for them in their new phase of life.”

“I was extremely happy because I often talk to them a lot about the University and try to invite them [students] in every possible way, try to excite them, and present to them all the experiences I had. So, when this opportunity came up, I was thrilled, happy...I hope they can see, once again, this University as an option for them.”

Viviana López (Completer):

“I am extremely happy, and coming here to the campus is like remembering so much, because the University of Puerto Rico is responsible for many changes in me, even the

workshop I gave today was: "Curly Hair and the Turban, Pride of My Afro-Descendancy"...So, I am thankful, grateful to this institution... So, at this moment, in this historical context, I reaffirm my values. I still believe in the hostosian and Paulo Freire philosophy. Liberating and transformative education. So, I have a commitment, no matter what is happening outside, in my classroom I am clear about what I came here to do, which is to inspire and motivate my students. Despite everything going on, I want them to feel proud of being Puerto Rican, proud of being Afro-descendants, and that is my mission."

"I use it a lot in the classroom [storytelling] as a teaching and learning strategy. Recently, they worked on the oral storytelling of African tales, specifically the tales of Anansi, which came to America through Nigerian slaves via oral storytelling. Therefore, if it weren't for this oral storytelling, we wouldn't know the story of our ancestors..."

Tayna Rivera- Coordinator of Tallereando por la Paz 2025 (Completer)

"The event really comes from something we did last year, which were the mini-courses on Afro-descendancy and anti-racism, and the intention has always been that conference spaces, these types of spaces, are usually thought of for teachers or adults. So now, there are spaces where students could choose the workshop they wanted to attend, but for them, for high school students..."



F. **Completers' Effectiveness- Articles to be published in Metro:**

The columns to be published were developed as part of the academic work for the course EDUC 6076, offered by Professor Nellie Zambrana during the January to May 2024 semester. These articles will address adolescence as a stage of transformation, offering well-founded perspectives on various aspects of this period, including emotional, social, and cognitive development of adolescents, the challenges they currently face, and the role of education in their development.

1. Sagar Noble-Delgado: **"Social Media and Its Influence on Adolescents"**
2. Michelle Morales Santos: **"Educating Adolescents Through a Socioemotional Lens"**
3. Keila Monegro Huertas: **"Well-Being to Be Well: A Healthy Life Starting in Adolescence"**

G. **Examples of the IMPACT OF OUR COMPLETERS IN P-12 STUDENTS**

"Good Practices of Culture for Peace of Completers Awarded in 2024" by UNESCO Chair for the Peace Education

Some of our completers were selected in the digital magazine *Buenas Prácticas de Cultura de Paz*. This magazine offers its readers valuable initiatives carried out by selected educators to promote peace. The works of featured in this magazine are initiatives that educate for peace in action, aiming to transform spaces and societies marked by violence into the forms of dignified and supportive coexistence. Below are described the projects and actions our completers did to promote peace in their working places.

Link: <https://unescopaz.uprrp.edu/BuenasPracticas/RevistaBPCP.pdf>

1. Bryan Miguel Rivera Medina (Completer-Special Education)

bCalm Box:
Emotions Out of the Box

Background:

The educational-community initiative bCalm was born as a result of the earthquakes that impacted the southwest of Puerto Rico in 2020, a disaster that worsened the mental health situation of our children after experiencing the devastation caused by

Hurricanes Irma and María in 2017. The structural damage to already deteriorated school facilities added to the severe emotional implications for children.

As a first responder, I traveled to the southern part of the island and found children who had stopped verbalizing, presenting high levels of anxiety and isolation due to trauma. It was then that I began creating individualized Calming Boxes to provide emotional management mechanisms based on age and level of functioning. After seeing positive results and receiving feedback from families who confirmed their children's recovery, I promised to visit every municipality to impact as many children, youth, and adults as possible through the bCalm Tour. Today, 21 municipalities have been successfully impacted, with plans to reach all 78 municipalities of the Borinquen archipelago.

Participants:

Children, youth, and adults with emotional, sensory, cognitive, and/or behavioral challenges in Puerto Rico.

2. Elsa M. Castro De Jesús (Completer- Social Studies)

Antirracist Karaoke

Background:

The University Gardens School is part of the Specialized Schools Unit of the Department of Education of San Juan. It serves all talented students from any geographic area who seek academic challenges and are looking for a school that offers a variety of courses across all educational areas, with an emphasis on Science and Mathematics.

In the Sociology for Life course, the topic of Ethnic-Racial Relations in Puerto Rico is introduced, focusing on how racism exists in our Puerto Rican archipelago. The course raises awareness from a historical and social perspective, exploring the origins of racism and how to become anti-racist individuals.

Participants:

12th-grade students from the Specialized University Gardens School in the Social Studies course - Sociology Unit: Ethnic-Racial Relations in Puerto Rico.

Objectives:

- Implement an innovative anti-racist curriculum for the construction of a culture of peace.
- Analyze the racist phrases and proverbs that exist in our Puerto Rican culture.

- Apply composition techniques in the creation of anti-racist lyrics that reflect popular knowledge.

3. Minuette Rodríguez Harrison (Completer- Natural Sciences/Biology)

Environmental Campaigns: Transforming Learning with the Earth Charter

Background:

The Julián E. Blanco School is located in an urban area where green spaces are neither frequent nor common. In response to the need to create spaces that promote connection and respect for nature, we have implemented projects and initiatives that help build an environment of peace, respect, care, and love for the community of life. Some examples of the projects carried out to establish a commitment to being better citizens of the planet include: work with pollinators, research, field trips, partnerships with universities and organizations, and participation in environmental movements.

The school is part of the Specialized Schools Program of the Department of Education of Puerto Rico, specifically specialized in ballet. It has a diverse student body where students take their ballet classes in the morning and continue with their academic classes in the afternoon. This is why the holistic approach and integration with the arts are present in all our projects.

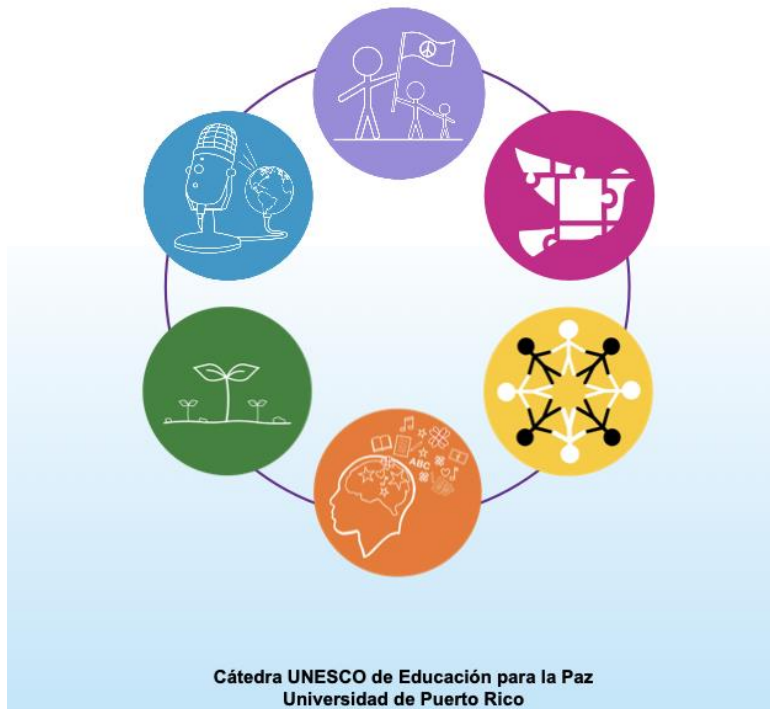
Participants:

Students from 5th to 12th grade and members of the community of the Specialized Ballet School Julián E. Blanco, San Juan, Puerto Rico.

Objectives:

- Raise awareness within the school community about environmental conservation alternatives mediated by the Earth Charter.
- Take an active role in the community by implementing environmental conservation practices to achieve planetary sustainability.
- Expose youth to direct contact experiences with nature, allowing them to connect with it and express themselves creatively through an eco-pedagogical vision.
- Strengthen positive peer interactions to promote healthy school coexistence, fostering a culture of peace.

Buenas Prácticas de Cultura de Paz



H. *Example 2 of the IMPACT OF OUR COMPLETERS IN P-12 STUDENTS (Completer's Interview)* April 9, 2025

EPP Program Staff had the opportunity to interviewed completer Ángel Carrasquillo via ZOOM. The data provided were direct quotes from the interview. They exemplified some initiatives that our completers put into practice in their school environments. To see the complete interview:

https://drive.google.com/file/d/1OYFc3U1peQdCR65G7WdqRI5k-4qaTQbJ/view?usp=drive_link

Ángel Carrasquillo it's a completer from our Program (2018). Currently he is working in Skyline Gila River, Charter school in Chandler, where 98% of students are from the Gila River Indian Reservation. He is one of the STEM teachers within the school and is passionate about fostering an interest in STEM and computer science within the Native students. Has won the "pay a Tribute to a Teacher Award" in 2025.

About his Career:

“I worked as a science teacher for 4 years—3 years in Tucson, Arizona, and the fourth year here in Chandler. Currently, I am a high school math teacher and also serve as the school's STEM expert. For my graduate studies, I earned my master's degree in teaching and Learning STEM from the University of Iowa. Starting this summer, I will begin my doctoral studies in Curriculum and Instruction in Computer Science Education at the University of Florida.”

About teaching in Skyline Gila River:

“So, this is my second year at this school, in Gila River, and it's a charter school that works with Native American populations. Ninety-eight percent of the student body is Native American from the Gila River Community. The students, as I mentioned, are members of that community.”

“...so I already had a bit of background knowledge. I had also taken a university course with Dr. Gabriel De la Luz called Social Theory of the Western, where we talked a bit about Native American communities. So I had some context—though not specifically about Gila River—because there are 22 federally recognized reservations in Arizona, and each one is completely different. That's how I ended up at this school. And when I arrived, it was something new—not new in the sense of teaching, because students are students. You walk into the classroom and they're there to learn math, science, English. But the dynamics—the classroom dynamics—are different.”

About his experience working with native americans students:

*“Well, I'm a pretty creative person—I think all my professors at the university would agree... As for me, as a teacher, the reason I'm able to build those relationships with them is because I express not just curiosity, but respect for their culture—not just the obvious stuff, but I actually try to integrate it. How do I do that? Well, when I used to teach science, I had a section called “Story Time,” and that was about reading a science-themed story. I didn't create the stories—they came from a platform that I always share (in fact, I recently shared it in my showcase a few weeks ago with over 80 people). It's called **DIFFIT**. So what I'd do is take the standard and write down the topic—say the science standard was photosynthesis—then I'd put in the topic, like carbon dioxide, and also select “Native American” as an additional filter. What the platform would do is take the standard, the main topic, and the cultural filter, and generate a fictional story. That's what we'd read in class. The goal was to improve reading performance—reading comprehension—because that was a major priority at our school: raising literacy levels. In my classes—history, English, and science—reading was constant. The students didn't love it, because they had to read a lot and weren't used to that. Still, it really helped improve their comprehension, and when they*

saw that I was incorporating elements from Native cultures—whether their own or others—they felt more connected. They'd say, "Ok, the teacher actually wants to include us more in this."

About his strategies to include diversity in STEM:

"How do I involve the students? It's really interesting. Some of them are definitely interested. That's the first thing—they have interest. And second, many of them have never seen this before, but when they do see it for the first time, it sparks curiosity."

"Through competitive robotics, we run three programs: LEGO, Zippers, and MATE. The last two, Zippers and MATE, are underwater robotics—so we build the robots from scratch, and they complete missions underwater. LEGO is a tabletop competition."

"One of our big successes was participating in a First Qualified event that was specifically focused on Native American culture... it was a huge event: 16 teams and 5 qualifying tickets to the state competition. And at least within the Gila River Community, two teams qualified for the state competition for the first time ever."

"I also provide several other opportunities. We have a Research program that I'm currently running with 6–8 students that integrates culture. One of the research projects is evaluating river pollution—specifically the Colorado River and the Gila River—and searching for microplastics. I'm working on this with two girls who are very interested in the project. They're going to build a robot, and we have four teachers supporting them. I'm helping them specifically with building, designing, and testing the robot. The other team is working on a hydroponic garden project. They're studying the growth rates of native seeds—seeds that are native to the area. And seeing these kinds of opportunities makes the students more curious and eager to participate. I can't just say, "Oh, I'm offering this—who's interested?" It doesn't work like that. It's about presenting the project, talking to them about it—and then they come to me and say, "Hey, I want to do a project about this," or "I'm interested in robotics because I saw the videos," or "Mr. X told us about this and I want to build a robot." The point is: if they don't see it, it doesn't spark curiosity. That's the key to all of this. I hope I'm making sense."

About his experience in the UPR Program and learning how to work with diversity:

"I truly learned so much at UPR. I had great mentors and guides, and I have to say that my classmates also played a fundamental role in that. My classmates—many of whom I'm still in touch with to this day—from different departments and from the School of Education.

And seeing them—and seeing myself too—making a difference, even if it’s small, that brings me so much satisfaction. I say this because I know that inside the classroom, we can’t solve all the world’s problems. You have to get out into the streets and try to do your part. Even if what you contribute is just a tiny grain of sand, it still matters. What matters is making the effort. And I see all my classmates—whether they’re in the classroom or working in their communities—making a positive impact. That’s deeply satisfying. And that’s why I believe classmates are such a key part of becoming a teacher. You get motivated by their words, by their example. And mentors? They give you direction. They guide you—like, “OK, this is how you do it.” And the faculty, with the different experiences they gave us—like Dr. Lissette Velázquez with NASA, or Dr. Ileana Quintero with the trip to Cuba... I just hope that those classmates learned a lot from those experiences. Working with different communities—not just in Puerto Rico but internationally—that’s the kind of experience that opens your eyes to the world.”

“One of my favorite groups to work with, whether it’s in the Native community or in any other community—Latino, African American, whatever it may be—has always been the special education population. And I feel like I’ve stood out in that area because I’m a teacher who differentiates a lot. And it’s not that I “lower the bar” for everyone, it’s more that I try to make sure everyone reaches the same goal—but in their own way... So I apply strategies in the classroom. For instance, in math, I use something called “the first step,” which involves no computation and no mathematical thinking at first... These are strategies that help students visualize the process. And they help everyone. Because often people think high-performing students don’t need that support—but one of the big mistakes we make as teachers is starting to teach the standard from the top down, from the most complex level... So those are the kinds of things I feel were definitely mentioned at IUPI (UPR-Río Piedras), but it’s not until you’re actually in the classroom, practicing, that you go, “Oh—Ana Miró talked about this. Let me see how I can apply it.”

About recommendations he will give to future completers:

“Well, the suggestion I would give is that... university is great, taking courses at the university is great, but if you have the opportunity to go into a classroom and observe the dynamics—take it. Don’t wait until it’s required by a course. Watch the dynamics, learn from those students. Start noticing how the teacher connects with the kids and begin to build your own strategies. Be creative. That’s really what I would say.”

I. Completers’ Effectiveness-Puerto Rico Department of Education (PRDE) Evaluation:

Completers were asked to send a copy of their evaluations from the DEPR. A total of (n=27) evaluations were from data cycle 2023-24. Below it’s a table describing completers’ evaluated position, subject, level of execution, total score and strengths.

Table 3- Evaluations provided by completers (Data cycle: 2023-24)

Evaluated position	Subject	Execution level	Total score	Strengths
English Teacher K-12	English	Exemplary	100%	Extensive mastery of their subject
Secondary education	English	Exemplary	100%	Leadership, organized, responsible, committed, dynamic, and creative. Her skills at the service of the school community.
Secondary education	Science	Exemplary	100%	Mastery of the subject, clarifies doubts, encourages participation, discusses group assignments through questions and answers.
Business	Occupational	Exemplary	100%	The teacher has a broad mastery of her subject.
Secondary education	Science	Exemplary	97.83%	Mastery of the subject, clarifies doubts, encourages participation, discusses group assignments through questions and answers.
Secondary education	Spanish	Exemplary	100%	Presents the topic, standard, and expectations on the board. Starts class with reflection, maintains good group control, and adheres to public policy on planning.
Secondary education (6-12)	Spanish	Exemplary	97.83%	Full mastery of the teaching subject. Interesting and motivating class. Complete group control and organization.
Secondary education (6-12)	Math	Exemplary	100%	Organized, structured, and up-to-date with 21st-century teaching techniques.
Special education K-12		Exemplary	100%	Masters the teaching process to the fullest extent
Fine Arts (Theater) K-12	Fine Arts	Exemplary	100%	Supports and prepares her students for successful employment by providing assistance, practice and motivation.

English K-12	English	Exemplary	100%	Extensive mastery of the subject
Secondary education 6-12	Math	Exemplary	100%	High mastery of skills in the subject she teaches. Totally committed to education and very responsible.
Special Education K-12		Exemplary	98.28%	Achievement in reducing learning gaps, consistent support in all subjects, and collaboration with other teachers.
Fine Arts K-12	Corporal Movement and Dance	Exemplary	100%	Innovative, creative, and dynamic, motivating students to perform better.
Fine Arts K-12	Corporal Movement and dance	Exemplary	100%	Extensive knowledge in formal dance education, professionalism, and motivation.
Fine Arts K-12	Corporal movement and dance	Exemplary	100%	A very comprehensive class.
English K-12	English	Exemplary	100%	Excellent resources, highly committed, responsible, and organized. Seeks alternatives to ensure student learning.
Science	Science (Charter)	Exemplary	100%	Uses various assessment strategies with students, encourages student participation, and incorporates various activities.
Secondary education-Social studies and History	Social studies	Exemplary	100%	Responsible, cooperative, dynamic, dedicated, kind, exemplary work.
Fine Arts	Visual Arts	Exemplary	100%	Mastery of the subject.
Librarian		Exemplary	97.62%	Excellent professional and human being, seeks the profound well-being of students and the school community.
K-3	Montessori	Exemplary	91%	Knowledgeable and proficient in the Montessori philosophy, supports the work of the school community.

Elementary Montessori education (Workshop 2) (9-12 years)	Spanish	Exemplary	100%	She is excellent in her work. She has demonstrated her commitment in her teaching performance; she is very creative, collaborative, willing, and the students adore her.
Early education (k-5)	Science	Exemplary	95.65%	Clearly maintains the planning and utilizes normative documents established by the DEPR.
Montessori education (Workshop 2) (9-12 years)	Spanish	Exemplary	100%	Commitment in her teaching execution, creative, and willing.
Elementary school		Exemplary	92.32%	Excellent teacher, challenges her students, and extremely committed.
Special education (k-12)		Exemplary	100%	Excellent teacher, challenges her students, and extremely committed.

- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder**

EPP Program has created a Google Form that was send to employers from our database. This questionnaire was voluntary and confidential. We asked employers to express their satisfaction with our completers and to let us know what activities our completers have done in their work contexts that had an impact on students. Also, we asked if they tend to retain completers and if they received promotions within their school contexts. This data represents only 2023-24 cycle. The data was obtained from two Google Forms created by PEE Program: <https://forms.gle/WUD5EyxmeXvBSHdQ7> & <https://forms.gle/c1yno929yxPs2UEQ8>.

In 2023, out of seven (7) employers, four (4) reported that they would retain completers “Every time”, one (1) reported “Most of the time”, one (1) chose “Sometimes”, meanwhile one (1) would not retain completers. When asked about the completers receiving promotions or higher levels of responsibilities six (6) employers responded “Yes” and one (1) disagreed. All the employers reported that the completers were “highly competent or competent” in subject knowledge and skills. Completers were hired at different levels, two of the seven schools were K-12, two high schools, two elemental school and one middle school.

In 2024, out of fourteen (14) employers, eight (8) reported that they would retain completers, three (2) reported “Yes, Ad Honorem”, meanwhile three (3) didn’t answer. When asked about the completers receiving promotions or higher levels of responsibilities eight (8) employers responded “Yes” and four (4) responded that they received Highlights from the Administration. All the employers reported that the completers were” highly competent or competent” in subject knowledge and skills.

Figure 4- 2023 Retention of completers (n= 8 employers responded)

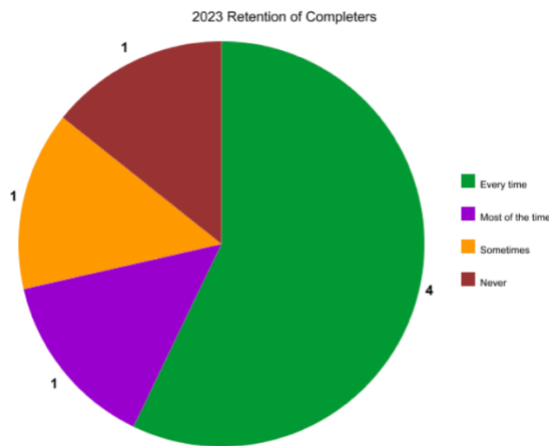
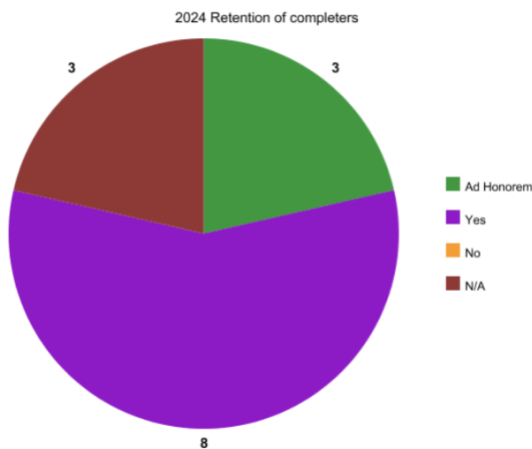


Figure 4- 2024 Retention of completers (n= 14 employer responded)



- **Measure 4: Ability of completers to be hired in positions for which they have prepared.**

We have testimony of two (2) completers who graduated from EPP Program. Through a letter they narrated how their experience helped them obtained a job in different areas of the education system. These quotes were retrieved from: Kenya Luciano and Ms. Z:

Ms. Z conducted her teaching practice at the Escuela Maternal (Nursery Center) of the UPR-RP and was hired at the Center for Preschool Development of the Central Administration of the University of Puerto Rico (CDPAC), where she worked for seven (7 years):

“Beginning my studies in special and differentiated education at the UPRRP opened many doors for me at the CDPAC, since it made it easier for children to receive an inclusive education that met their needs.”

“I worked for 7 years at the CDPAC, and thanks to my training at the College of Education of the University of Puerto Rico at Río Piedras, I had opportunities for growth at the center. I was the lead teacher of the Red Room, which served the youngest preschool children; there, I received undergraduate and graduate students who carried out their practices and field work. I was given the opportunity to offer workshops even outside of Puerto Rico by representing the center along with two colleagues at the National Association for the Education of Young Children conference.”

“After this, I gave myself the opportunity to apply for the position that I hold today at the Sor Isolina Ferré Centers, directing the inclusion area of the program. My performance and commitment have been recognized and today, I also coordinate the mental health area so that all our participants receive the services they need. The combination of both roles has given me a raise in salary.”

“Today I work as the Inclusion Coordinator of the Head Start Program of the Sor Isolina Ferré Centers. We offer services to children from 2 months up to 5 years. As coordinator of this area, I have been able to collect data that shows me a significant increase in children with functional diversity per classroom.”

Kenya Luciano graduated from EPP Program. She is currently the Curriculum and Instruction Coordinator at LEAP Social Enterprise, a Charter School where she had other completers in charge:

“I can affirm that the training I received at this institution has been fundamental to my professional development.”

“The program stands out for its comprehensive approach, effectively combining theory and practice. Among the comments from my fellow graduates of the teacher preparation

program, the excellence of the professors is consistently highlighted. These professors are not only highly skilled but also dedicated to providing quality teaching.”

A. Ability of completers to be hired in education positions:

EPP Program has created multiple Google Forms that were sent to our completers from our database. These questionnaires were voluntary and confidential. We asked completers to let us know if they were hired in education positions, type of school they were hired and area of study. This data represents only 2023-24 cycle.

Figure 5- Ability of completers to be hired in education positions (n=31)

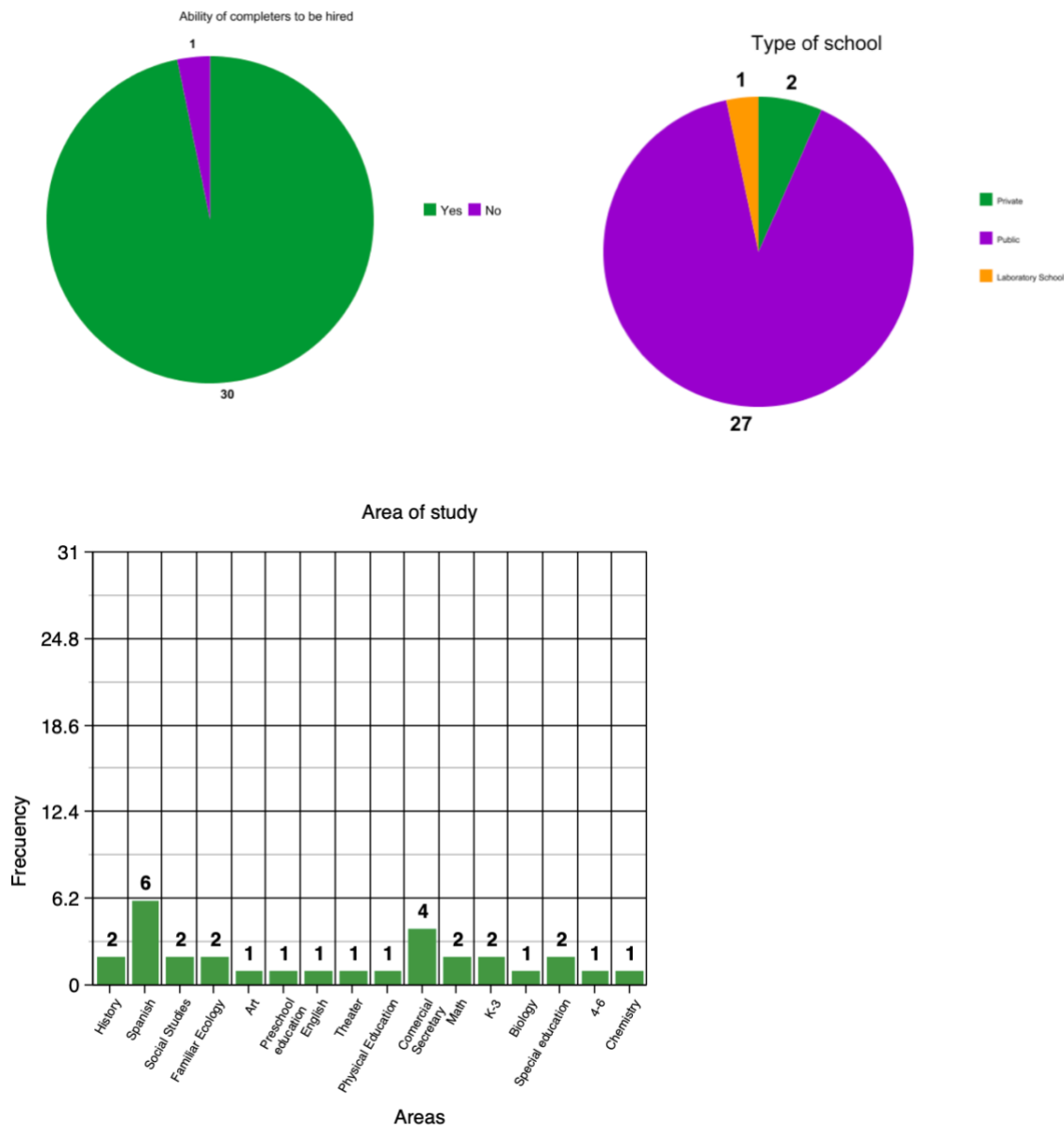


Figure 6- Ability of completers to be hired in education positions (n=30)

