



Committee on Culture, Youth, Aging, Sports, and Parks

VIRGIN ISLANDS DEPARTMENT OF EDUCATION SENATE HEARING TESTIMONY



Prepared By:

Dionne Wells-Hedrington, Ed. D
Commissioner

October 31, 2025

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GOVERNMENT OF THE VIRGIN ISLANDS
**DEPARTMENT OF
EDUCATION**



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October 29, 2025

Honorable Angel L. Bolques, Chairperson
Committee on Culture, Youth, Aging, Sports and Parks
Capitol Building
P.O. Box 1690
St. Thomas, Virgin Islands 00804

Sent electronically via abolques@legvi.org

Dear Senator Bolques:

Thank you for the opportunity to present before the Committee on Culture, Youth, Aging, Sports and Parks testimony on long-term strategies to support youth success in the Virgin Islands through education, training, and opportunity expansion. In my testimony, you will find the matters most relevant to the Department of Education's role in:

- Current access to public education across districts, including dropout prevention efforts and re-engagement strategies.
- Career and technical education (CTE) pathways offered within the public school system, and their alignment with workforce needs.
- Partnerships with the Department of Labor, Career & Technical Education Board, and community-based organizations.
- Existing challenges in academic readiness, vocational skill-building, and post-graduation transitions.
- Recommendations for strengthening school-to-career pipelines and expanding educational equity for underserved youth.

Enclosed with this letter is our comprehensive handbook, which includes detailed testimony and supporting documentation. I sincerely appreciate your continued support and commitment to addressing the needs of the Virgin Islands Department of Education.

Sincerely,

A handwritten signature in black ink, reading "Dionne Wells-Hedrington".

Dionne Wells-Hedrington, Ed.D.
Commissioner

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Introduction

Commissioner’s Statement

Good morning, Chairperson Angel L. Bolques, all committee members that are present, and all who are listening and viewing today. I am Dr. Dionne Wells-Hedrington, privileged to serve as the Commissioner of Education for the Virgin Islands. Thank you for this opportunity to provide our review of long-term strategies to support youth success in the Virgin Islands through education, training, and opportunity expansion.

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Joining me today are members of my team:

- Mr. Victor Somme III, Assistant Commissioner, St. Croix District.
- Dr. Renee Charleswell, Deputy Commissioner of Curriculum and Instruction
- Dr. Stefan Jürgen, Insular Superintendent, St. Thomas-St. John District
- Dr. Carla Bastian-Knight, Insular Superintendent, St. Croix District
- Dr. Monique Faulkner, State Director of Career, Technical & Adult Education

Additional VIDE personnel are on standby to provide detailed insights into specific areas if needed. Again, thank you for your unwavering support and the opportunity to testify today.

Access to Public Education Across Districts

There are currently 10,263 students enrolled in public schools across the Territory. As of October 28, 2025, the St. Croix District has 4,991 students enrolled, and 5,272 students in the St. Thomas-St. John District.

The Virgin Islands Department of Education (VIDE) offers registration for compulsory school-aged children. The compulsory attendance law of the Virgin Islands requires that all children between the ages of five (5) through 18 must be enrolled in an educational instruction program. An instructional program includes public, private or parochial school, as well as homeschooling. The Virgin Islands Department of Education allows enrollment all year round for students transferring from a nonpublic school, off island, as well as those being homeschooled. The registration process is for all first-time students that have never registered as a student at VIDE, and students who were previously enrolled in public school and withdrew. The registration documents required for the process includes:

- Original Certification of Birth
- Social Security Card (St. Croix District)
- Court Appointed Adoption or Guardianship Affidavit (if applicable)
- Valid official government issued photo ID of the parent or guardian registering student
- Previous school records
- Virgin Islands Immunization Card or certified exemption letter from the Department of Health
- Universal Child Health Record (*Pre-K only*)
- Proof of physical address/residency in the U.S. Virgin Islands

School Placement is determined by the Student Services Registration Division. Once all documents are submitted to this division and the parent/guardian successfully completes demographic details, and all forms which are guided by the email from Enrollment Express, the student's enrollment will be finalized. This process is designed to ensure the integrity of the registration and to safeguard the parent/guardian and the student by preventing unauthorized individuals from misrepresentation.

Dropout Prevention Efforts and Reengagement Strategies

The Virgin Islands dropout rate as of school year 2024-2025 is 3.0 percent! This is almost fifty percent lower than the national average dropout rate of 5.1 percent. This rate is due to many factors including an increased graduation rate even when the number of students enrolled in public schools has decreased. Other factors include the elimination of federal Job Corps Program, an increase in

access to Career and Technical Education courses, transition of students to alternative education and night school/adult education programs, as well as more directed intervention strategies.

As seen in the table entitled “Graduation Rate Data,” there were 189 students in the 2022-2023 school year (SY) not graduating, however that loss has steadily decreased each subsequent year. In the 2023-2024 SY there were 168 students while in the 2024-2025 SY only 136 students that did not graduate. The graduation rate steadily increased from 78 percent in the 2022-2023 SY to 83.9 percent in the 2024-2025 SY. This trend is apparent even though the number of students entering public school has declined.

GRADUATION RATE DATA

	2024-2025		
Student Groups	Total # of Students	# of Graduating Students	4 Year Cohort Grad Rate
All Students	844	708	83.9
Ethnicity			
Black	661	570	86.2
Hispanic	165	127	77.0
Other	18	11	61.1
Programs			
Limited English Proficiency	68	68	100.0
Student with Disabilities	67	67	100.0

	2023-2024		
Student Groups	Total # of Students	# of Graduating Students	4 Year Cohort Grad Rate
All Students	885	717	81.0
Ethnicity			
Black	722	603	83.5
Hispanic	145	101	69.7
Other	18	13	72.2
Programs			
Limited English Proficiency	45	45	100.0
Student with Disabilities	52	52	100.0

	2022-2023		
Student Groups	Total # of Students	# of Graduating Students	4 Year Cohort Grad Rate
All Students	859	670	78.0
Ethnicity			
Black	672	543	80.8
Hispanic	167	113	67.7
Other	20	14	70.0
Programs			
Limited English Proficiency	44	44	100.0
Student with Disabilities	66	66	100.0

Students who entered the Job Corps Program could no longer be tracked by the VIDE and they were considered as dropouts. In fact, anytime a student's educational progress is no longer traceable they are considered dropout. The encouragement for students who have attained 18 years of age (the maximum compulsory age) to go to adult education or night school has significantly reduced the number of students whose educational endeavors were no longer traceable as student attendance in those programs are not counted as dropout programs.

In 1995, the United States dropout rate was about 5.7 percent. The opening of the St. Croix Career and Technical Education Center (CTEC) in 1995, and the continuation of the Raphael O. Wheatley Skill Center in the St. Thomas-St. John District increased alternative avenues to learning a trade and helped the Virgin Islands to reduce the dropout rate. In 1997 the Virgin Islands dropout rate was about 5.03 percent and by the 2020-2021 SY it was reduced to 2.3 percent.

Another factor that is causing the decrease in the dropout rate is the intensive intervention strategies employed at Virgin Islands public high schools. Most of the public high school guidance counselors move with a cohort of students from 9th grade through 12th grade graduation. This helps to build strong interpersonal relationships with the students, with some counselors even interacting with students through extracurricular activities. The reduction of high school student enrollment with graduating classes of 500+ in 1985 to less than 300 in 2025, also enable more one-on-one interactions between students and counselors. Guidance counselors and Deans of Students in all four (4) of the public high schools in the Virgin Islands have indicated that they have "sit down" meetings with students even before having parental conferences that helps to bridge the gap in support for high school students facing difficult family situations or lack of parental/family support.

English Language Learners (ELL) entering high school for the first time are often older and have a harder time staying in public high school. The ability for ELLs to have access to first language teachers in adult education is another benefit that reduces the dropout rate.

Immediate academic intervention also plays a very large role in keeping students in high school. Instead of having to wait until summer school or the following year to retake a failed course, students on track to graduate can retake the course the following semester as credit recovery thereby reducing learning loss and increasing possibilities of success using computer based/online programs such as Edmentum or Acellus. Remediation steps such as removal from larger class size to smaller ones or incentives such as having coaches and band/music instructors tie the ability to perform with passing grades continues to provide extrinsic motivation for students to stay on track for graduation.

None of these positive steps curbs all high school dropouts but together they provide substantive avenues that keeps the Virgin Islands dropout rate consistently lower than the national average.

Career & Technical Education (CTE) Pathways

Virgin Islands Department of Education (VIDE) Career and Technical Education (CTE) Overview

The Virgin Islands Department of Education's (VIDE) Career and Technical Education (CTE) pathways are designed to equip students with practical skills and knowledge directly applicable to industries within the U.S. Virgin Islands (USVI) and the broader national labor market. By aligning education with local workforce needs and national standards, these pathways provide a pragmatic approach to preparing individuals for successful careers in the evolving USVI economy.

Real-World Relevance and Curriculum Alignment

Employers in the USVI frequently struggle to find qualified workers. VIDE's CTE programs address this gap by providing students with technical competencies and essential employability skills, including communication, critical thinking, and problem-solving. Graduates often leave with industry-recognized certifications, technical skills, or licenses, making them immediately attractive to employers and reducing the time and cost associated with entry-level training.

The VIDE State Office of Career, Technical, and Adult Education (SOCTAE) Director began the process of collaboration with respective State Curriculum and Instruction program Directors and districts to update CTE curricula across all pathways, to include incorporating direct input from industry professionals. These updates are ongoing and ensure that curricula are nationally recognized while remaining aligned with local labor market demands. Hands-on learning experiences will bridge theoretical knowledge with practical application—for example, construction programs that utilize the National Center for Construction and Education Research (NCCER) curricula will also be aligned with local building codes, while automotive programs will include local dealership input on new diagnostic technologies and terrain-specific automotive issues.

To maintain relevance, VIDE will formalize a continuous feedback loop through newly established Program Advisory Committees. This ensures that CTE curricula remain responsive to both local and national workforce trends.

Work-Based Learning Opportunities

VIDE provides secondary and post-secondary seniors with On-the-Job Training, internships, externships, and apprenticeships. These experiences allow students to gain real-world work exposure while allowing employers to assess their competencies and enhance employability by allowing students to build professional networks. SOCTAE is developing Policy and Procedural Manuals, including Standard Operating Procedures, for students placed in on-the-job training (OJT), pre-apprenticeship, or apprenticeship programs.

This initiative began with the first Career, Technical, and Adult Education (CTAE) Summit in February 2025, hosted at the Westin by VIDE CTE students. CareerWise presented the High School Pre-Apprenticeship model, originally developed in Colorado, to bridge gaps in workforce development for secondary students built on the foundation of employers buy in. Phase two, beginning January 2026, will involve districts, the CTE Board, Workforce Development Board partners under WIOA, the Department of Labor, the Department of Personnel, and key business and industry partners collaborating with SOCTAE and CareerWise to develop a seamless OJT and pre-apprenticeship manual for secondary and post-secondary students.

Career Clusters, Pathways, and Future-Ready Skills

VIDE CTE programs—Exploratory, Secondary, and Post-Secondary—offer a wide range of career options, including culinary arts, automotive technology, architectural drafting, Emergency Medical Technicians (EMT), and Licensed Practical Nursing (LPN). As industries evolve, our programs are adapting to incorporate new technologies and emerging career fields such as drone technology, Artificial Intelligence, cybersecurity, and social media marketing.

VIDE encourages instructors to embrace adaptability, ensuring programs remain competitive nationally while equipping students with future-ready skills and a mindset of lifelong learning. New classrooms are integrating virtual reality simulations, robotics, and 3D printing to mirror high-tech work environments.

Emerging programs include:

- A post-secondary Cybersecurity program, aligned with stackable career pathways to be back filled to the secondary level.
- An Aviation Flight program, in partnership with the Aircraft Owners and Pilots Association (AOPA), piloted at CTEC in SY 2025.
- A STEAM Academy, in partnership with RT Park, provides elementary and middle school students exploratory opportunities in science, technology, engineering, arts, and math.
- A Dental Hygienist pathway at the new Raphael O. Wheatley Skill Center, currently under review and accreditation.

Inclusion of Students with Disabilities, ELLs, and Adult Learners

VIDE is committed to including students with disabilities, English Language Learners (ELLs), and adult education learners in CTE programs. These students face unique barriers but are vital to the USVI economy. To address these challenges, VIDE's State Office of Career, Technical and Adult Education Director is developing an Integrated Education and Training (IET) model that aligns academic instruction with technical training. This model promotes literacy, language, and employability skills simultaneously, providing equitable access to accelerated credential attainment in preparation for sustainable, high-demand careers that strengthen families and the economy.

Enrollment Data and Program Reach

For SY 2024–25, VIDE enrolled 9,905 students in CTE programs. Of these, 5,002 were secondary students, including 825 Secondary CTE Concentrators (students completing two or more consecutive classes in a pathway) and 4,127 elementary and middle school CTE Participants (exploratory students taking fewer than two classes). Addendum I provides a detailed breakdown of elementary, secondary, and adult CTE enrollment, while Addendum III outlines all current CTE pathways offered across the territory.

Partnerships

The VIDE recognizes that partnerships and collaboration are the foundation of an effective Career and Technical Education (CTE) system. We envision partnerships not as isolated efforts between government, business, and industry, but as a seamless network of collaboration that drives change, promotes strategic thinking, sustains program growth, and strengthens our workforce.

Aligned with the Workforce Innovation and Opportunity Act (WIOA, 20 CFR 678.400), our core partnership system integrates government agencies, public and private organizations, non-profits, educational institutions, and employer groups. Together, these partners work to train, place, and support workers while meeting regional labor-market needs. This collaboration ensures our students—and their families—receive the tailored support they need while reducing duplication in training, workforce readiness, placement, and follow-up services



Our cross-agency ecosystem improves student access to high-quality, relevant training that meets employer demands, enhancing employment outcomes. Students gain comprehensive support services that remove barriers to learning and allow them to focus on education and career advancement. Partnerships also create pathways for students to earn stackable credentials and seamlessly matriculate into higher-level programs, such as those offered in partnership with the University of the Virgin Islands, without duplicating coursework.

By strategically aligning resources, the VIDE strengthens the territory’s workforce, attracts business and industry partners, supports economic growth, and reduces crime and recidivism. Our partnerships also enable the creation of a shared, reliable data ecosystem that informs program

improvement, supports federal reporting, and helps secure additional funding to expand our initiatives.

Key Outcomes of VIDE's Partnership Ecosystem:

- Training programs aligned with the needs of USVI employers.
- A data system that reduces duplication and streamlines training, apprenticeships, on-the-job training, and job placement.
- A start of a longitudinal interagency data system for accurate, actionable reporting.
- Continuous monitoring of student progress to provide targeted support and career pathway advancement.
- Data-driven program improvements and growth, maintaining a talent pipeline for future education roles through teacher recruitment initiatives.

Through these efforts, the VIDE is building a collaborative, future-ready CTE ecosystem that benefits students, families, employers, and the broader USVI economy.

Existing Challenges

Funding is the greatest challenge facing the Virgin Islands Department of Education's (VIDE) Career and Technical Education (CTE) programs. Unlike other U.S. jurisdictions, the USVI lacks dedicated local funding for CTE, and limited federal resources must be divided across two districts serving three islands. While the Carl D. Perkins V grant is designed to supplement local programs, it cannot replace essential funding needed to maintain and grow CTE offerings.

Many CTE classrooms operate with outdated equipment and technology. Without sufficient resources, the VIDE must choose between maintaining student competitiveness in a rapidly evolving workforce or upgrading equipment and curricula to meet national standards. Resource allocation challenges extend to staffing, instructors, and materials, making program growth and sustainability extremely difficult.

Key impacts of insufficient funding include:

- Reduced program performance outcomes, limiting federal reporting success.
- Gender disparities in nontraditional career pathways, such as women in welding or men in nursing.
- Low student enrollment and engagement, due to limited outreach to parents and communities about high-demand, high-wage careers.
- Insufficient support for students with barriers, including disabilities and English Language Learners.
- Difficulty attracting and retaining qualified CTE educators, who can earn more in industry than teaching.
- Nonacademic alignment, causing duplicative credits and inefficient learning pathways.

- Limited employer engagement, restricting work-based learning and apprenticeship opportunities.
- Outdated vocational mindsets, undervaluing the integration of academics with technical training that improves student outcomes in math, reading, and language arts.

Without local financial support, these challenges risk reducing the credibility, relevance, and effectiveness of VIDE's CTE programs. Misperceptions that CTE is a lesser educational pathway can limit graduates' employment opportunities despite the high-value, hands-on skills they acquire.

Solution Path: Increased local and federal funding, strategic resource allocation, and clearer communication of CTE program value are essential to ensure VIDE students are prepared for high-wage, high-demand careers and can compete globally in today's workforce.

Recommendations

To address the existing challenges around the VIDE's CTE programs, the VIDE has established a culture of a shared and unified reach towards collaboration. The State Director is a part of the Workforce Board and serves as an Ex-Officio member of the CTE Board. There are active participation, representation, and engagement from the VIDE in Workforce Development.

The suggested is for consistent messaging within the districts as well as publicly to ensure that CTE is rightfully recognized for its role in education and workforce development. The VIDE hosted the Territorial Career and Technical education fair for the past three years to demonstrate the great work that our CTE teachers and students are doing, but it is not enough. There must be dedicated local financial support that will help the VIDE to ramp up our outreach such as:

- Public awareness
- Student success stories
- Development of new and enhancement of existing Career and Technical Student Organizations that will not only allow for our students to have district friendly competitions with their peers, but also engage in national competitions to bring awareness and exposure
- Stronger collaboration with employers

It is recommended for dollars to be appropriated for the VIVIS system to be revisited and tailored as a comprehensive longitudinal data system to effectively track the progress and outcomes of Workforce Innovation and Opportunity Act (WIOA) participants across education, training, and employment pathways. Such a system would be shared across partners (i.e. VIDE, DOL, DHS, VIHA) to enable data-driven decision-making, improve service alignment, and strengthen accountability. Importantly, the design and implementation must fully comply with the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) to ensure the highest standards of data privacy and security, protecting participants' personal, educational, and health information. This will not only ensure that outcomes are met by allowing each partner to review data related to assigned categories of

service for an individual. It also ensures that there are nonduplicative services, which will effectuate a greater cost-saving measure for the territory, as it lessens the per individual cost for services. Finally, the territory's Federal reports will be quantitatively aligned, as some reports overlap in reporting outcomes under WIOA.

Continued funding for VIDE's Go-Open USVI platform is critical to ensuring educators, counselors, families, and students have access to transparent training and Open Educational Resources. With current funding set to expire next school year, public access to these high-quality CTE materials and professional development archives is at risk. Sustaining this platform preserves a robust repository of free resources that empower students, teachers, and families to act as confident CTE ambassadors, communicating opportunities with clarity and enthusiasm.

The transformative impact of Go Open USVI is clear: shared CTE outcomes can illustrate how CTE, backed by accessible resources and guidance, enables students to follow their dreams while equipping families and educators to champion these opportunities across our communities.

At the CTAE Summit in February 2025, a young, nontraditional female welding student courageously shared her journey and passion for entering the welding profession, despite her mother's initial objections. She explained that her mother had hoped she would pursue a more traditional academic path, but the student's dedication to welding prevailed. She highlighted not only her own achievements but also the success of a former classmate, a fellow nontraditional welding student (pictured below), who graduated from CTEC and is now studying underwater welding in Hawaii.



The student's parent, who had been listening to the panel online, later shared her pride and appreciation on VIDE's social media platform. She expressed that while she initially had concerns, she now fully supports her daughter's pursuit of welding and recognizes the transformative impact of Career and Technical Education (CTE) when students are empowered to follow nontraditional paths and achieve their dreams.

In the USVI currently, students start to receive core academic credits for CTE at grade nine. However, with the shift across the nation within the past decade we clearly see that CTE is no longer a secondary option; it is a mandatory priority, as it has evolved to being the driver behind the workforce. It is recommended that the CTE Board, the Board of Education, and the Department of Education establish a collaborative working group to revisit and align the grade levels at which

academic credits are awarded toward high school graduation for Career and Technical Education (CTE) students. This joint effort would ensure that CTE coursework is appropriately valued and integrated within academic pathways, promoting equitable recognition of hands-on learning and technical skill development. By reviewing credit structures together, the boards can create a more seamless transition between academic and technical education, ultimately improving graduation rates, workforce readiness, and alignment with postsecondary and industry standards.

CTE credits must be embedded from the exploratory level through graduation with core academic credit for CTE starting at the eighth grade, allowing students to take the introductory courses to an identified career path (i.e. NCCER CORE, or fundamentals of another respective pathway). This leads to increased graduation rates, equitable opportunities, and a stronger workforce with increased CTE certifications upon graduation.

There should be a strategic initiative that bridges industry and education across all CTE programs currently offered by the Virgin Islands Department of Education (VIDE). This initiative should incentivize skilled tradesmen and women to share their expertise by teaching their craft to students. To make this feasible, the process must remove the bureaucratic barriers often associated with becoming a formal educator. Instead, a co-teaching model should be established—pairing industry professionals with certified academic educators to collaboratively design and deliver lesson plans. These lessons would integrate rigorous academic standards with the real-world, hands-on skills of the trade. The State Office of Career, Technical, and Adult Education (CTAE) is actively advancing this approach through the development of an Integrated Education and Training (IET) model.

It is important to clarify that poor program performance is not simply a result of limited local funding. Districts are required to report outcomes and conduct student follow-up to maintain federal funding. Local dollars can strengthen VIDE's efforts to build a competitive funding base, rewarding districts that demonstrate measurable growth in graduation, job placement, non-traditional enrollment, and follow-up metrics. Sustained accountability, strategic resource allocation, and robust data systems are key to ensuring long-term CTE program success.

- CTE is not an expense, it is an investment in the USVI's and America's workforce competitiveness.
- CTE builds a knowledgeable and trained workforce which reduces crime and recidivism, boosts economic stability and attracts business and industry
 - Every \$1 invested in CTE returns multiple dollars in higher wages, tax revenues, and reduced unemployment.
- Local CTE funding should be allocated to the VIDE's CTE programs to support our programs in matching the growing and transforming industries both locally and nationally, ensuring training prepares students for future jobs, not past ones.
 - Federal funding should be used to supplement and enhance our local CTE offerings

Conclusion

In closing, the Virgin Islands Department of Education is committed to ensuring that every student has access to quality education, meaningful career pathways, and opportunities that prepare them for success beyond the classroom. Through our ongoing efforts in dropout prevention, student re-engagement, and the expansion of Career and Technical Education programs, we are providing students with the skills and experiences they need to thrive in the workforce and in their communities.

Our strong partnerships with the Department of Labor, the Career & Technical Education Board, Workforce Development Board and community-based organizations continue to strengthen our school-to-career pipelines and expand opportunities for all students. By investing in these long-term strategies, we are empowering our youth, fostering educational equity, and preparing the next generation of leaders for success across the Virgin Islands.

Thank you for the opportunity to share the Department's vision and initiatives in support of our students' future.

Addendums

ADDENDUM I - School Year 2025 CTE Enrollment Data

Concentrator	875
Charlotte Amalie High School	349
Ivanna Eudora Kean High School	231
St. Croix Central High School	206
St. Croix Educational Complex High School	89
Participant	4127
Bertha C. Boschulte Middle School	446
Lockhart Elementary School	365
Charlotte Amalie High School	647
Ivanna Eudora Kean High School	500
Julius E. Sprauve School	56
Juanita Gardine	77
Eulalie Rivera	156
Pearl B. Larsen	96
John H. Woodson Junior High School	471
St. Croix Central High School	477
St. Croix Educational Complex High School	836
Grand Total	5002

TERRITORIAL CAREER AND TECHNICAL EDUCATION PATHWAYS AND PROGRAMS-SECONARY AND POST-SECONDARY

SECONDARY STTJ	CTE Career Cluster	CTE Program Pathway	Levels of Training	Certifying Entity
*IEKHS & **CAHS	Architecture and Construction	Architectural Drafting	*Drafting I, *Drafting II; *Drafting III; *Drafting IV; **Drafting Architect; **Drawing I; **Architect Drawing II	None currently. However, the State Office of CTAE will introduce the new Certiport platform for District program certification. Entry-level through Advance workflows. Learn at every level. Autodesk Tinkercad 3D Design and Autodesk Certified User (ACU) certifications enhance candidates' college and career readiness by providing evidence of competency and proficiency. Autodesk certification is available for seven different Autodesk applications. • <u>Autodesk Tinkercad 3D Design</u> • <u>Autodesk Certified User: AutoCAD</u> • <u>Autodesk Certified User: Inventor</u> • <u>Autodesk Certified User: Fusion</u> • <u>Autodesk Certified User: Revit</u> • <u>Autodesk Certified User: Maya</u> • <u>Autodesk Certified User: 3ds MAX</u>
*IEKHS & **CAHS ***BOTH	Financial Services	Academy of Finance	*Entrepreneurship, ***Introduction to Business; ***Digital Literacy; ***Principles of Finance; ***Office Technology; ***Business in a Global	National Academy of Finance The State Office of CTAE will introduce the new Certiport platform for District program certification. Students will be able to

			Economy; ***Business Ethics; ***Business Communications; ***Applied Finance; **Keyboarding; **Computer Graphics; **Accounting I; **Desktop Publishing; **Business Law; **Financial Planning; *** Internship/On-the-Job- Training	obtain national certifications in diverse applicable areas such as Hospitality Careers, Microsoft, ADOBE Professionals, Entrepreneurship and Small Business, etc...
*IEKHS & **CAHS ***BOTH	Hospitality, Events & Tourism	Academy of Hospitality and Tourism	*Beginning Foods; *Advanced Foods; ***Baking and Pastry; ***Principles of Hospitality and Tourism; *Delivery of Soft Skills/Customer Service; **Food Sanitation and Production; **Culinary Arts; **Geography and Sustainable Tourism; **Event Planning; **Sports Entertainment & Event Planning; ** Internship /On-the-job-Training	National Academy of Finance. However, our programs will also align with the American Hotel & Lodging Educational institute (AHLEI) curriculum integration with NAF and AHLEI certifications to ensure our students receive National Certifications in certain industries within Hospitality and Tourism
IEKHS	Healthcare and Human Services	Cosmetology	Cosmetology I; Cosmetology II; Cosmetology III; (OJT)	Licensure exam proctored by Professional Services Industries (PSI) through the Virgin Islands Department of Licensing and Consumer Affairs Board of Barbers, Beauticians, and

				Manicurists resulting in a Nationally recognized industry credential
CAHS	Supply Chain & Transportation	Auto Body and Fender	Body & Fender I, Body & Fender II; Body & Fender III; Body & Fender IV	
CAHS	Supply Chain & Transportation	Auto Mechanics Repair	Auto Mechanics I, Auto Mechanics II; Auto Mechanics III; Auto Mechanics IV	The certifying entity for this program will be the Automotive Service Excellence (ASE) A1-9 Cars and light trucks.
CAHS	Education	Childcare Management and Services	OCC Child Care I; OCC Child Care II; CPR mandatory	
CAHS	Energy & Natural Resources	Electricity	Electricity I; Electricity II; Electricity III; Electricity IV	NCCER
CAHS	Energy & Natural Resources	Electronics	Electronics I; Electronics II; Electronics III; Electronics IV	NCCER
CAHS	Healthcare & Human Services	Nursing Assistant	Nursing Assistant I; Nursing Assistant II; Nursing Assistant III; Nursing Assistant IV	
CAHS	Architecture & Construction	Plumbing	Plumbing I; Plumbing II; Plumbing III; Plumbing IV	NCCER
CAHS	Digital Technology	Office Administrative Systems	-Computer Science -Digital Literacy	
IEKHS	Architecture & Construction	Carpentry		NCCER
IEKHS	Arts, Entertainment & Design	Clothing construction		ADOBE Photo shop certification will be offered for this program through the Certiport platform for District program certification. Students will be able to obtain national

certifications in diverse applicable areas such as Hospitality Careers, Microsoft, ADOBE Professionals, Entrepreneurship and Small Business, etc...

IEKHS		Culinary	• Beginning Foods • Advanced Foods • Baking and Pastry • Food Sanitation and Production • Culinary Arts • Hospitality/Culinary On-the-Job Training (OJT)	National Restaurant Association – ServSafe® Food Protection Manager Certification
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SECONDARY ST. CROIX	CTE PATHWAY	CTE PROGRAM	LEVELS OF TRAINING	Certifying Entity
CTEC Secondary	Financial Services	Accounting	-Intro to Comp-NAF; Principles of Finance ; Principles of Accounting; Business Economics; Accounting II; Accounting III Internship	National Academy of Finance The State Office of CTAE will introduce the new Certiport platform for District program certification. Students will be able to obtain national certifications in diverse applicable areas such as Hospitality Careers, Microsoft, ADOBE Professionals, Entrepreneurship and Small Business, etc.
CTEC Secondary	Financial Services	Business Management	Intro to Comp-NAF; Principles of Finance; Principles of Accounting; Foundation of Marketing; Business Law;	National Academy of Finance The State Office of CTAE will introduce the new Certiport platform for District

			Business; Economics; Internship	program certification. Students will be able to obtain national certifications in diverse applicable areas such as Hospitality Careers, Microsoft, ADOBE Professionals, Entrepreneurship and Small Business, etc.
CTEC Secondary	Financial Services	Finance	Intro to Comp-NAF; Principles of Finance; Principles of Accounting; Business Law; Financial Planning; Business Economics; Internship	National Academy of Finance The State Office of CTAE will introduce the new Certiport platform for District program certification. Students will be able to obtain national certifications in diverse applicable areas such as Hospitality Careers, Microsoft, ADOBE Professionals, Entrepreneurship and Small Business, etc.
CTEC Secondary	Marketing & Sales	Marketing	Intro to Comp-NAF; Principal of Hospitality & Tourism; Event Planning; Foundation of Marketing; Advertising; Business Economics; Internship	National Academy of Finance However, our programs will also align with the American Hotel & Lodging Educational institute (AHLEI) curriculum integration with NAF and AHLEI certifications to ensure our students receive National Certifications in certain industries within Hospitality and Tourism
CTEC Secondary	Hospitality, Events & Tourism	Tourism	Delivery of Great Customer Service; Intro to Comp-NAF; Principal of Hospitality & Tourism; Event Planning;	National Academy of Finance. However, our programs will also align with the American Hotel &

			Principal of Accounting; Business Economics; Internship	Lodging Educational institute (<u>AHLEI</u>) curriculum integration with NAF and AHLEI certifications to ensure our students receive National Certifications in certain industries within Hospitality and Tourism
CTEC Secondary	Hospitality, Events & Tourism	Culinary Arts	Intro to Comp-NAF; Principal of Hospitality & Tourism; Food Management I Part I; Food Management I Part II; Food Service II Part I; Food Management II Part II STW	National Academy of Finance However, our programs will also align with the American Hotel & Lodging Educational institute (<u>AHLEI</u>) curriculum integration with NAF and AHLEI certifications to ensure our students receive National Certifications in certain industries within Hospitality and Tourism
CTEC Secondary	Healthcare & Human Services	Health Science	Intro to Computer – NAF, Health Careers Exploration; Global Health; Anatomy and Physiology I & II; Phlebotomy I & II; Internship	National Academy of Finance
CHS Secondary	Financial Services	Academy of Business	Intro to Computers; Webpage Design; Intro to Business; Business Economics; Entrepreneur; Business Law; Business Computer Applications; Business Communications; Data Processing & Business Calculations; Applied Finance; Employability Skills	National Academy of Finance

CTEC Secondary	Digital Technology	Academy of Computer Engineering	CompTIA Network+, Cyber Security; Network Systems; Programming I; Programming II; CCNT-Cisco; Internship	Comp TIA CISCO
CTEC Secondary		Aviation Technology	Aviation I-A Part I Aviation I-B Part II Aviation II – A Aviation II-B Aviation III-A/Aviation III-B Aviation III-C/Aviation III-D Aviation IV-A/20030 Aviation IV-B Aviation IV-C/20032 Aviation IV-D	
CTEC Secondary	Education	Child Care & Management Services	Parenting I Part I Parenting I Part II Child Care Management Part II/School to Work CPR mandatory	
CTEC Secondary	Arts, Entertainment & Design	Clothing Management & Construction		
CTEC Secondary		Welding Technology	NCCER Part I NCCER Part II Welding I Part I/II Welding I Part III/Welding Part IV Welding II Part I Welding II Part II	NCCER
CTEC Secondary	Architecture & Construction	Construction Technology	NCCER Part I NCCER Part II Construction Tech I Part I/II Construction Tech I Part III/IV Construction Tech II Part I Construction Tech II Part II/School to work	NCCER

CTEC Secondary

Milwright

NCCER Part I

NCCER

NCCER Part II Millwright I Part

I Millwright I Part I

Millwright II Part I Millwright

II Part II/School to work

POST SECONDARY STTJ	CTE PATHWAY	CTE PROGRAM	LEVELS OF TRAINING	Certifying Entity
Raphael O Wheatley Skill Center	Healthcare & Human Services	Clinical Medical Assistant	Two years/Four Semesters (160 internship hours)	National Registry Exam offered by the National Healthcareer Association
Raphael O Wheatley Skill Center	Healthcare & Human Services	Emergency Medical Technician (EMT)	One Year/Two Semesters (100 internship hours)	National Registry Exam offered by the National Healthcareer Association
Raphael O. Wheatley Skill Center	Healthcare & Human Services	Medical Administrative Assistant & Billing and Coding Specialist	One Year/Two Semesters (100 internship hours)	National Registry Exam offered by the National Healthcareer Association
Raphael O. Wheatley Skill Center	Healthcare & Human Services	Patient Care Technician	One Year/Two Semesters (100 internship hours) NOTE: The required pre- requisite for this program is completion of the Certified Nursing Assistant (CNA) program. Students who possess their CNA License from Virgin Islands Board of Nurse Licensure are only required to take one semester of this course, which includes the required minimum internship hours	American Healthcareer Association PCT Certification Exam
Raphael O. Wheatley Skill Center	Healthcare & Human Services	Phlebotomy	One Year/Two Semesters (100 internship hours)	National Registry Exam offered by the National Healthcareer Association

Raphael O. Wheatley Skill Center	Healthcare & Human Services	Certified Nursing Assistant (CNA)	One Semester (40 internship hours) NOTE: Graduates who receive their CNA certification from the Virgin Islands Board of Nurse Licensure are eligible to enroll and take an additional semester of the Patient Care Technician (PCT) course for certification as a PCT.	Virgin Islands Board of Nurse Licensure (VIBNL) exam If they continue on to also obtain PCT: American Healthcareer Association PCT Certification Exam
Raphael O. Wheatley Skill Center	Healthcare & Human Services	Licensed Practical Nurse (LPN)	Four Semesters/Two Years (including summers), 13 weeks per semester 8 am – 4 pm Monday Through Friday (400 internship hours)	-NCLEX-LPN Licensure -VI Board of Nurse Licensure exam
Raphael O. Wheatley Skill Center	Healthcare & Human Services	Cosmetology 1. Barbering 2. Esthetician 3. Hair Braiding 4. Nail Technician 5. Medical Massage Therapy	Four Semesters/Two Years Cosmetology I, Cosmetology II, Cosmetology III, Cosmetology IV (85 hours internship) ***Following are a sequence of stacked credentials in Cosmetology to allow students the opportunity to work, earn and return to learn.	Licensure exam proctored by Professional Services Industries (PSI) through the Virgin Islands Department of Licensing and Consumer Affairs Board of Barbers, Beauticians, and Manicurists resulting in a Nationally recognized industry credential
Raphael O. Wheatley Skill Center	Healthcare & Human Services	***Barbering	One Year/Two Semesters (including 85 internship hours at a licensed salon)	Licensure exam proctored by Professional Services Industries (PSI) through the Virgin Islands Department of Licensing and Consumer Affairs Board of Barbers, Beauticians, and Manicurists resulting in a Nationally recognized industry credential

Raphael O. Wheatley Skill Center	Healthcare & Human Services	***Esthetician	One Year/Two Semesters (including 85 internship hours at a licensed salon)	Licensure exam proctored by Professional Services Industries (PSI) through the Virgin Islands Department of Licensing and Consumer Affairs Board of Barbers, Beauticians, and Manicurists resulting in a Nationally recognized industry credential
Raphael o. Wheatley Skill Center	Healthcare & Human Services	***Hair Braiding	One Year/Two Semesters (including 85 internship hours at a licensed salon)	Licensure exam proctored by Professional Services Industries (PSI) through the Virgin Islands Department of Licensing and Consumer Affairs Board of Barbers, Beauticians, and Manicurists resulting in a Nationally recognized industry credential
Raphael O. Wheatley Skill Center	Healthcare & Human Services	***Medical Massage Therapy	One Year/Two Semesters (including 85 internship hours at a licensed salon)	Massage and Bodywork Licensing Examination (MBLEx) proctored by Professional Services Industries (PSI) through the Federation of State Massage Therapy Boards
Raphael O. Wheatley Skill Center	Healthcare & Human Services	***Nail Technician	One Year/Two Semesters (including 85 internship hours at a licensed salon)	Professional Services Industries (PSI) Exam through the Virgin Islands Department of Licensing and Consumer Affairs Board of Barbers, Beauticians, and Manicurists
Raphael O. Wheatley Skill Center	Hospitality, Events & Tourism	Culinary Arts	Two Years/Four Semesters (including 169 internship hours)	1. ServeSafe Certification, 2. American Culinary Federation (ACF) exam for

Raphael O. Wheatley Skill Center	Digital Technology	Computer Applications	Computer Applications I (Beginning) Computer Applications II (Advanced) One year/Two Semesters (Word, Excel, Access, PowerPoint)	National Industry Certification 1. Certificate of Completion from ROWSC, endorsed by VIDE with Continuing Education Units (CEUs) 2. Microsoft MOS Certification
Raphael O. Wheatley Skill Center	Supply Chain & Transportation	Automotive Repair	One Year/Two Semesters (including 120 hours internship)	Automotive Service Excellence (ASE) exam nationally recognized industry credentials.
Raphael O. Wheatley Skill Center	Supply Chain & Transportation	Automotive Mechanic	Two Years/Four Semesters (120 hours internship)	The certifying entity for this program will be the Automotive Service Excellence (ASE) A1-9 Cars and light trucks.
Raphael O. Wheatley Skill Center	Supply Chain & Transportation	Automotive Mechanic	Stackable credential incorporate with Auto Mechanic above...	The certifying entity for this program will be the Automotive Service Excellence (ASE) A6
Raphael O. Wheatley Skill Center	Architecture & Construction	Carpentry	Two Years/Four Semesters (120 hours internship) progression of stackable credentialing for this program per/semester: 1. Core Curriculum (Students are required to complete the CORE prior to receipt of NCCER certifications) 2. Carpentry I (NCCER Certification) 3. Carpentry II (NCCER Certification) 4. Carpentry III (NCCER Certification) 5. Carpentry IV (NCCER Certification-Journeyman)	Stackable, nationally recognized, industry certifications from the National Center for Construction Education and Research (NCCER)

Raphael O. Wheatley Skill Center	Energy & Natural Resources	Electrical Technician	Two Years/Four Semesters (120 hours internship) Progression of stackable credentialing for this program per/semester: 1. Core Curriculum (Students are required to complete the CORE prior to receipt of NCCER certifications) 2. Electrical I (NCCER Certification) 3. Electrical II (NCCER Certification) 4. Electrical III (NCCER Certification) 5. Electrical IV (NCCER Certification)	Stackable, nationally recognized, industry certifications from the National Center for Construction Education and Research (NCCER)
Raphael O. Wheatley Skill Center	Architecture & Construction	Heating, Ventilation, Air Conditioning & Refrigeration (HVAC/R)	One Year/Two Semesters (400 hours internship) Progression of stackable credentialing for this program per/semester: 1. Core Curriculum (Students are required to complete the CORE prior to receipt of NCCER certifications) 2. HVAC/R I (NCCER Certification) 3. HVAC/R II (NCCER Certification)	-Stackable, nationally recognized, industry certifications from the National Center for Construction Education and Research (NCCER) -Eligible to receive a certificate from the Environmental Protection Agency (EPA) Universal Certification upon passing the certifying exam.
Raphael O. Wheatley Skill Center	Architecture & Construction	Plumbing	Two Years/Four Semesters (100 hours internship) Progression of stackable credentialing for this program per/semester:	Stackable, nationally recognized, industry certifications from the National Center for Construction Education and Research (NCCER)

1. Core Curriculum (Students are required to complete the CORE prior to receipt of NCCER certifications)
2. Plumbing I (NCCER Certification)
3. Plumbing II (NCCER Certification)
4. Plumbing III (NCCER Certification)
5. Plumbing IV (NCCER Certification)

POST SECONDARY STX	CTE PATHWAY	CTE PROGRAM	LEVELS OF TRAINING	Certifying Entity
CTEC Post Secondary	Supply Chain & Transportation	Automotive Mechanic	Stackable credential incorporated with Automotive	The certifying entity for this program will be the Automotive Service Excellence (ASE) A6



Virgin Islands Department of Education

Office of Planning, Research and Evaluation

Public Schools Dropout Rate by Year

2020-2021 to 2024-2025



	2020-2021			2021-2022			2022-2023			2023-2024			2024-2025		
	Dropout	Enrolled	Rate	Dropout	Enrolled	Rate	Dropout	Enrolled	Rate	Dropout	Enrolled	Rate	Dropout	Enrolled	Rate
<i>St. Croix District</i>	41	1,964	2.1	73	1,919	3.8	44	1,907	2.3	44	1,923	2.3	35	1,937	1.8
Eulalie Rivera		100		4	116	3.4	1	153	0.7		157		1	147	0.7
Juanita Gardine	1	91	1.1		92			85			67		1	71	1.4
Pearl B. Larsen		100			101			110			89			90	
St. Croix Central High School	15	796	1.9	27	764	3.5	26	726	3.6	17	717	2.4	27	697	3.9
St. Croix Educational Complex High School	25	877	2.9	42	846	5.0	17	833	2.0	27	893	3.0	6	932	0.6
<i>St. Thomas-St. John District</i>	68	2,689	2.5	110	2,558	4.3	56	2,541	2.2	94	2,582	3.6	101	2,556	4.0
Lockhart Elementary School										4	358	1.1	4	347	1.2
Julius F. Sprauve School	1	45	2.2		53			52			56		3	51	5.9
Bertha C. Boschulte Middle School	2	387	0.5	6	363	1.7	2	362	0.6	1	354	0.3	6	403	1.5
Addelita Cancryn School	4	474	0.8	11	435	2.5	5	394	1.3						
Charlotte Amalie High School	38	1,063	3.6	51	1,000	5.1	30	1,031	2.9	69	1,076	6.4	67	1,018	6.6
Ivanna Eudora Kean High School	23	720	3.2	42	707	5.9	19	702	2.7	20	738	2.7	21	737	2.8
Virgin Islands	109	4,653	2.3	183	4,477	4.1	100	4,448	2.2	138	4,505	3.1	136	4,493	3.0

	2020-2021			2021-2022			2022-2023			2023-2024			2024-2025		
	Dropout	Enrolled	Rate	Dropout	Enrolled	Rate	Dropout	Enrolled	Rate	Dropout	Enrolled	Rate	Dropout	Enrolled	Rate
<i>St. Croix District</i>	40	1,673	2.1	69	1,610	3.8	43	1,559	2.3	44	1,610	2.3	33	1,629	1.8
St. Croix Central High School	15	796	1.9	27	764	3.5	26	726	3.6	17	717	2.4	27	697	3.9
St. Croix Educational Complex High School	25	877	2.9	42	846	5.0	17	833	2.0	27	893	3.0	6	932	0.6
<i>St. Thomas-St. John District</i>	61	1,783	2.5	93	1,707	4.3	49	1,733	2.2	89	1,814	3.6	88	1,755	4.0
Charlotte Amalie High School	38	1,063	3.6	51	1,000	5.1	30	1,031	2.9	69	1,076	6.4	67	1,018	6.6
Ivanna Eudora Kean High School	23	720	3.2	42	707	5.9	19	702	2.7	20	738	2.7	21	737	2.8
Virgin Islands	101	3,456	2.3	162	3,317	4.1	92	3,292	2.2	133	3,424	3.1	121	3,384	3.0

THIRD ANNUAL TERRITORIAL CAREER AND TECHNICAL EDUCATION FAIR



