



## **The Virgin Islands Career and Technical Education Comprehensive Annual Report 2011-2012 Narrative**

### **VISION**

The Virgin Islands Department of Education State Office of Career and Technical Education envisions a Virgin Islands with an integrated educational system that provides all students a rigorous and relevant academic and career and technical education as the foundation to attain the highest possible standard of living and to meet the workforce demands of the Virgin Islands and the global community.

### **MISSION STATEMENT**

The mission of "Career and Technical Education" in the United States Virgin Islands through the Carl D. Perkins IV Vocational Education and Applied Technology Act is to provide all students enrolled in career and technical programs with a state of the art, rigorous, challenging, comprehensive and coherent program of study through a standardized combination of high skilled career, technical and rigorous academic studies and to provide a seamless post-secondary studies and a middle to high tiered workforce transition.

### **STATE ASSISTANCE**

**Alignment:** Virgin Islands implemented and developing POS are completely in lined with national and local demand occupational sectors by utilizing the state Workforce Investment Board, Virgin Islands Board of Career and Technical Education and the Virgin islands Department of Labor in conjunction with the US Department of Labor and Statists in developing the demand sectors presented to the University of the Virgins for the articulation agreements in the implementation of the Virgin Islands POS.

**Technical Assistance:** The firm of Brustein and Manasevit PLLC was selected to provide the LEA's training in the preparation, requirements and implementation of Perkins IV Local Plans.

**Student Development:** Provide districts with Career Inventory assessments for students to gauge students' occupational interests and facilitate id of Program of Study (POS) for enrollment and certification Performance The Virgin Islands have met or exceeded all secondary performance indicators with the exception of 1S1: attainment of Academic Skills Reading/Language and 5S1: secondary placement. State technical assistance will be given for attainment of the adjusted performance levels of these indicators.

The Virgin Islands Post-secondary programs failed to meet the adjusted performance levels for indicators 4P1, 5P1 and 5P2 and will be assisted by the state to implement procedures that will assist in meeting their adjusted performance goals.

## **Implementation of State Program Improvement Plans**

The Virgin Islands Department of Education has utilized the E-SIP/e-sip (Educational System Improvement Process/Educational School Improvement Plans) to address the needs of all Virgin Islands Students to meet proficiency in all academic indicators. All non academic indicators are presently under State/District review for a territorial implementation of a departmental technical assistance program for specific schools that fail to meet said indicators.

Intervention plan will consist of:

- An intervention team of state staff and district specific area coordinators;
- E-SIP/e-sip intervention tools;
- School designated support staff.

Intervention will address:

- The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students;
- The action steps which will be implemented, beginning in the current program year, to improve the State's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified;
- The staff member(s) in the State and district who are responsible for each action step; and the timeline for completing each action step.

## **Student Definitions**

### **A. Secondary Level**

Participants – A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program

Concentrators – A secondary student who has earned three (3) or more credits in a single career and technical education program, or two (2) credits in a single CTE program, but only in those programs where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

### **B. Postsecondary Level**

Participants – A postsecondary/adult student who has earned one (1) or more credits in any college credit career and technical education program.

Concentrators – A postsecondary student who completes at least one-third of the academic and/or technical hours in a college credit career or technical education program that terminates in the award of an industry recognized credential, certificate or degree.

### **C. Adult Level**

Participants – A postsecondary/adult student who has earned one (1) or more credits in any career and technical education program.

Concentrators – A postsecondary student who completes at least one-third of the academic and/or technical hours career and technical education program that terminates in the award of an industry recognized credential, certificate or degree.

### **Progress in Developing and Implementing Technical Skill Assessments**

Sec. 113(b) of *Perkins IV* describes the core indicators of performance for career and technical education students for which each State is required to gather data and report annually to the Department. Among the core indicators are student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate.

Present technical Skill Assessments

- The District of St Croix utilizes the NOCTI Skill Assessments on a wide verity of CTE offerings;
- The St Thomas Districts utilizes bronze level instructor assessments to evaluate skill assessments;

The State will provide technical assistance in confirming the equivalent CTE offerings of the St Thomas/St John districts to the NOCTI Technical Skill Assessments in comparable ST. Croix CTE offerings.

Upon the implementation of 75% conversion the State will convert the state recognized Technical Skill Assessments to the industry recognized NOCTI assessments.

### **LEAs**

#### **THE ST. THOMAS/ST. JOHN DISTRICT**

The District of St. Thomas/St. John has the following goals and objectives to focus needed changes within the Career and Technical Education network to create positive changes and improve the quality of the curricula, instructions, services, and students. To the end of improving the quality of the programs, some efforts were made toward improvement. The following represent the goals and objectives for school year 2011-2012:

- Professional development for CTE educators, faculty, administration, and other stakeholders in the effective use and application of technology – The District recognizes that to be successful in the 21st century economy, students must be comfortable with and maintain an understanding of current technology. Accordingly, it is imperative that educators receive continuous training

on new technology and how to incorporate the use of such technology into CTE programs and classes.

- Professional development for CTE educators, faculty, administration, and other stakeholders in the integration of special education, ELL and other special population students into CTE courses/programs – The District recognizes that more needs to be done to reach special populations currently enrolled in CTE programs and to facilitate the enrollment of more special populations into CTE programs. Accordingly, the District encourages on-going professional development aimed at achieving these goals.
- Career and technical education fair – In addition to providing all CTE students with the opportunity to showcase and exhibit their skills while gaining valuable presentation experience. The event also helps promote awareness about CTE programs to the entire community.
- Student internships (i.e., on-the-job training, apprenticeships) – The internships provide students with work-based learning experiences that enable such students to gain a strong understanding of all aspects of an industry.
- Job shadowing/mentoring and field trips – Through these opportunities, students are exposed to real world experiences. The District encourages schools to provide these opportunities to students starting in the seventh grade so that students can begin to get an understanding of all aspects of an industry and begin to get a sense of what career opportunities they might want to pursue.
- Career and Technical Student Organizations (CTSO) – The District will work collaboratively with the St. Croix School District to develop and implement local and territorial CTSO competitions. The District believes that these competitions facilitate leadership training. A territorial team will be selected to participate in SkillsUSA.

Meetings will be conducted with the St. Croix District Coordinator to work on integrating FCCLA and SkillsUSA as a territorial initiative.

- Preparation of CTE brochures (in English, Spanish, and French), webpage design to promote CTE program offerings.
- CTE Program Development – In an effort to strengthen CTE students' reading and math skills, the District will undertake initiatives to "cross-walk" academic standards with CTE standards.
- Providing reasonable accommodations to students with disabilities – CTE teachers and administrators will meet with special education personnel and work collaboratively to develop CTE students' individualized education plans (IEPs) and make any accommodations necessary to help such students fully participate in the CTE program.
- CTE Curriculum Development – The District will work collaboratively with the St. Croix School District to develop common curriculums for common courses that promote relevant and rigorous standards.
- Create programs of studies (POS) as described in section 122(c)(1)(A) of the Perkins Act - Develop and implement POS that empower students with academic, technical, and career-readiness skills to pursue postsecondary education and/or high skill, high wage, high demand employment opportunities.

- Administer Career Inventories – These inventories will be administered to all students in 7th through 9th grade as an initial step in providing CTE students with career guidance.
- Individual Career Plans (ICPs) - Each CTE student at the secondary level will have a four-year career plan outlining the courses needed to complete a program of study and the options for transitioning into the workplace or postsecondary education. Guidance/career counselors play an essential and vital role in the implementation of these individual career plans and are provided with training to ensure plans are developed and used effectively.
- Adopt a technical skills assessment to evaluate students - The St. Croix District has piloted NOCTI. If the pilot is successful, the District will be implementing it in the fall of 2012.
- Improve, expand, and modernize existing courses and programs – The District will use Perkins funds to update or replace equipment to ensure that the District’s students have access to state-of-the-art technology in their field.
- Implement dual enrollment and/or AP courses in CTE programs – The District will work towards developing agreements with postsecondary institutions to offer students advanced placement or for credit courses.

These activities will promote the continuous improvement of district’s CTE programs.

### **Accomplishments**

The following represent some of the accomplishments for Career Technical Education for school year 2011-12. Some of these accomplishments will play an important role in the long-term improvement of Career and Technical Education, as well as satisfy most of the goals and objectives. The following are some important accomplishments.

- Professional development was provided to update personnel on Perkins changes and new requirements for collecting data, new federal guidelines, teacher certification requirements, and acceptable purchasing procedures. Teachers met by disciplines and shared ideas and discussed ways to improve their programs.
- The Finance Academy at Charlotte Amalie High School has been flourishing. Teachers attended the summer institute to continue training on the use of the National Academy Foundation’s curriculums, new certification requirements, etc.
- Ivanna E. Kean High School was approved for a Finance Academy through the National Academy Foundation. Two business teachers and two academic teachers that will be part of the Academy attended the summer institute for training. The Academy will be implemented in school year 2012-13.
- There has been continued collaboration between the State Office of Career, Technical, and Adult Education and the District to develop the career clusters. Work began on the construction cluster and will be continued for next school year.
- A group of educators and administrators attended the Association for Career and Technical Education (ACTE) conference. We shared ideas and learned what is being done nationwide with CTE. Information was shared with all CTE teachers upon our return.

6. The District and the American Federation of Teachers provided professional development training for all teachers, counselors, and staff on various topics such as common core standards, use of best practices, and reading in the content areas.

I met with the STX Coordinator on several occasions to share information so that we can begin standardizing the programs territory wide and we can resume the District Skill Olympics and have a territorial team that can compete in the SkillsUSA. A CAHS representative went to train this summer, so that we can revive the CTE chapter here on St. Thomas. Hopefully we can put together a team for the upcoming year to compete against districts and then attend the national

We will be working on updating the curriculums, with common textbooks and content. I have met with the CTE board and requested they put a curriculum committee in place to assist with this endeavor.

- FCCLA had its 1st district wide conference in several years with the hopes of increasing student participation in the organization and in competitions, both locally and nationally. Students and advisers attended the National Conference during the summer.
- FBLA held its conferences (fall and State Leadership). Students and adviser participated in the national competition in the summer.
- Banco Popular partnered with the DOE's CTE Division and the Culinary Arts/Foods students participated in the Ultimate Flavors of the Virgin Islands. Proceeds (\$10,000) from the activity were donated for the Culinary Arts/Foods program. This will be a yearly event. The next one will take place May 2013.
- Supported activities that support student career awareness/school to work.
- Attained feedback, through surveys, about the career and technical education programs to include the positions of students, teachers, employers and other community groups and offices.
- A health/career fair was held at the Raphael O. Wheatley Skill Center. Secondary students (Culinary Arts, Computer Applications and Drafting) made presentations.
- Students participated in on-the-job training experiences (Culinary Arts, Cosmetology, Electronics, Computer Repair, Auto Mechanic/Auto body Repair, and Business Education).
- Students went on field trips and had the opportunity to hear from several guest speakers in the different career paths.
- Work has continued on developing programs of study in the areas of Finance, CISCO, and Hospitality and Tourism. The District is working with the University of the Virgin Islands to develop agreements to implement dual enrollment/dual credit.

## **THE ST.CROIX DISTRICT**

### **SECONDARY**

#### **PROGRAM GOALS AND OBJECTIVES 2011-2012 School Year**

##### **I. INTEGRATING ACADEMIC AND TECHNICAL EDUCATION PROGRAMS**

## Strategies

- Develop and provide rigorous and challenging, learning and competitive enrichment opportunities in national and local forums.
- Develop and provide rigorous and challenging academic content, cutting edge technology, and the necessary supporting equipment, materials and supplies.
- Cross-walk CTE High School Curriculum with core subjects and Post –Secondary institutions when possible and where it is relevant
- Establish a digital library at CTEC using e-book/kindle, etc
- Align 50% current programs with national standards

## **II. UTILIZING RELEVANT COURSE CONTENT**

### Strategies

- Fortify the continuous improvement process of Career and Technical Education by enhancing pedagogy and technical skills of teachers
- Align all current CTE programs with national standards, testing, and curriculum (when appropriate)
- Identify future program needs that reflect the job market locally, nationally and globally.

## **III. STRENGTHENING THE EDUCATION PIPELINE BY DEVELOPING CAREER PATHWAYS THAT LEAD TO POST SECONDARY EDUCATION AND TRAINING PROGRAMS OFFERED BY THE PRIVATE SECTOR, MILITARY AND POST-SECONDARY EDUCATIONAL INSTITUTIONS.**

### Strategies

- Establish High School academies in Information Technology and Finance/Entrepreneurship (National Foundation Academy  
(Request) Have a minimum of six (6) basic exploratory CTE programs at the Junior High School level (Agriculture, Business, Computer Science, Drafting/Woodworking, Electronics/Pre-Engineering, Family and Consumer Science). Each of these areas led to a career cluster.
- Strengthen student organizations and competitions with special emphasis on SkillsUSA, FBLA, FFA, INTEL by establishing a base line for each club by 2012
- Establish Ag-In-The-Classroom at the elementary school level
- Assist, where needed and possible, in helping to achieve CTEC Accreditation
- Assist administrators/instructors in providing OJT, mentoring and shadowing programs

## **IV. MEETING THE CAREER TRAINING AND EDUCATIONAL NEEDS OF OUR AT RISK YOUTH**

## Strategies

- Provide cutting edge technology, equipment material and supplies for the adult population classes
- Enhance instructor performance by provide pedagogy and technical training as needed
- Assist administrators/instructors in providing OJT, mentoring and shadowing programs
- Publicize programs

## **V. MEETING THE EDUCATION NEEDS OF SPECIAL POPULATIONS**

### Strategies

- Assist CTE educators in meeting the educational needs of special populations through training
- Assist special population students in CTE programs through the purchase of accommodating equipment when appropriate

## **VI. MARKETING THE VALUE OF CAREER AND TECHNICAL EDUCATION**

### Strategies

- Use Facebook to track students who are leaving high school and adult CTE programs (Face book is currently blocked)
- Use the broadcast and print media to publicize the benefits of career and technical education
- Publicize CTE at the Junior High and private school levels (CTE Rallies)

## **ACCOMPLISHMENTS:**

- All students in the Secondary CTEC programs undergo testing for National Certification. (Principal John, successfully implemented this effort)
- Continuation of the preparation of 4 teachers for the CISCO Information Technology program/academy (spearheaded by Mr. Corneiro)
- Provided PD for over 65% of CTE teachers to update skills.
- Held a CTE conference highlighting our push towards academies and national certification
- Successfully held a 'Career Fair' with 45 presenters from industries, agencies, military and businesses that services 1,350 students from public and private Jr. and sr. high schools.
- Informally partners with UVI to implement career testing and exploration at elementary, Jr. and sr. high school levels.
- Continued the work towards Postsecondary accreditation that will link high school and postsecondary career pathways
- Initiated CTE Rally at every Jr. High School. We plan to continue this effort at the 9th grade level and in private schools.

- Over 95 percent of the CTE classes have received technology upgrades (Promethean or Smart Boards, updated computers, or computerized equipment)
- Implemented a digital library for CTEC
- Certified 194 Students in Career and Technical Career Pathways
- 21 Student from the CTEC Academy graduated with AA degrees from Texas Technical State College
- Over 55% of CTE Students plan on furthering their education
- Over 75 students in CTSO's entered national competitions with several placing in the top 10%
- The aviation club was launched and over 20 students participated in flight training at certified institutions in Florida and the Virgin Islands
- Over 55 seniors participated in 'On the Job Training 'activities.
- We were accepted into the year of planning for the Finance Academy

### **POST-SECONDARY:**

The 'real world' jobs of the future will be driven by medical needs of an aging population, technology and Finance according to the federal Department of Labor. The top 5 occupation groups in these fields will grow from 40% up to 72% with the more specialized areas demanding top salaries. Approximately, 65% of the jobs in the future will require a technical certification and/or a minimum 2 year Associate degree in a technical field. Currently, the highest demand occupations in the local labor market are in industry trades (Diagio and Crucian Rum distilleries, the Water and Power Authority, and airlines); finance; and hospitality and tourism.

In addition to these job trends, St. Croix is experiencing an unprecedented economic crisis with the closing of HOVENSA, one of the largest oil refineries in the western hemisphere. An estimated loss of twelve thousand (12,000) jobs has led to 'job search flight', primarily to the United States and increased unemployment that was already at a record high. It is crucial that the Postsecondary and Adult continuing education program increases its efforts to meet this tremendous need to train and prepare the adult population for new jobs and careers to meet current demands locally and abroad. Program offerings have been increased in the medical field, trades and finance. Also, child care credentialing training is provided to meet the growing needs of these service providers in light of new federal guidelines for child caregivers.

The following report identifies the efforts to the Postsecondary and Adult CTE Education program to meet these job needs in compliance with Carl D. Perkins IV Act.

Program Goals:

### **I. INTEGRATING ACADEMIC AND TECHNICAL EDUCATION PROGRAMS**

Strategies

- Develop and provide rigorous and challenging, learning and competitive enrichment opportunities in national and local forums.
- Develop and provide rigorous and challenging academic content, cutting edge technology, and the necessary supporting equipment, materials and supplies.
- Align 75% current programs with national standards

## **II. UTILIZING RELEVANT COURSE CONTENT**

### Strategies

- Fortify the continuous improvement process of Career and Technical Education by enhancing pedagogy and technical skills of teachers
- Align all current CTE programs with industry and national standards, testing, and curriculum (when appropriate)
- Identify future program needs that reflect the job market locally, nationally and globally.

## **III. STRENGTHENING THE EDUCATION PIPELINE BY DEVELOPING CAREER PATHWAYS THAT LEAD TO POST SECONDARY EDUCATION AND TRAINING PROGRAMS OFFERED BY THE PRIVATE SECTOR, MILITARY AND POST-SECONDARY EDUCATIONAL INSTITUTIONS**

### Strategies

- Assist, where needed and possible, in helping to achieve CTEC Postsecondary Accreditation so CTEC will be better able to serve the adult community
- Assist businesses, administrators, and instructors in providing OJT, mentoring and shadowing programs to adult students

## **IV. MEETING THE EDUCATION NEEDS OF SPECIAL POPULATIONS**

### Strategies

- Actively recruit special population through advertisements and connecting with community groups that serve special populations
- Provide training to educators in meeting the needs of special population
- Track progress and identify needs of special populations (child care, transportation, etc) and connect them to services to meet these needs
- Purchase specialized equipment and provide wrap-around services as needed and when possible (Accommodating class schedules, studying techniques, recommending support services, etc.)

**ACCOMPLISHMENTS:**

- 89 Adult Learners Received a National Certification – either Industry or NCCER.
- All Programs are tied to a National certification
- All Eight (8) Phlebotomy Students successfully completed the test for National Certification
- All Students That Completed a Program Exceeded the Performance Indicator
- CTEC is well on its way to achieving Postsecondary Certification
- Professional Development was provided to 60% of CTE teachers.
- Over 95 percent of the CTE classes have received technology upgrades (Promethean or Smart Boards, updated computers, or computerized equipment)
- All programs have a nationally recognized certification