

RREV School Snapshot – St. George

Background

In June 2020, the Maine Department of Education (MDOE) was awarded a \$16.9 million grant from the U.S. Department of Education's Rethink K–12 Education Models program to implement the Rethinking Responsive Education Ventures (RREV) program. The overarching purpose of RREV is to support Maine educators to create, implement, and disseminate responsive and innovative educational models that help all students learn and thrive.

Pilot Description

In August 2021, St. George Public School (St. George) received an award from RREV to implement its pilot *CTE/Makerspace Initiative*. This pilot is in the Multiple Pathway category.

The goals of this pilot are to:

- Introduce all students to new ideas, career opportunities and ways of learning.
- Expand access to career and technical education (CTE) by developing a pre-K to 8th grade curriculum that can be shared with other schools or districts
- Allow all students to engage in hands-on/minds-on projects and develop the technical, creative thinking, and social-emotional skills to meet the existing labor force needs.
- Support the economic development of the community by providing CTE programming to students and adult residents.

Key activities of this pilot include:

- Development of a curriculum scope and sequence to extend hands-on/minds-on technical education opportunities to all students in pre-kindergarten (PreK) through 8th grade.
- Students use a range of abilities and creativity to demonstrate successful learning through hands-on educational opportunities not currently available to them. For example, students engage in CTE activities (3D printing, laser cutting, etc.) and participate in a Science, Technology, Engineering, Arts, and Math (STEAM) class once per week to participate in hands-on, kinesthetic learning.
- Each class visits, or is visited by, a local business or contractor working in the trades or technical fields.
- Construction of a CTE/Makerspace building.

Exhibit: RREV Award Summary

Budget

Category	Year 1	Year 2	Total
Personal Services – Salaries and Stipend		\$12,000	
Purchased Professional Services			
Instructional Supplies			
Property – Learning Site Development/Construction		\$238,000	
Miscellaneous - Field trip transportation			

	Total	\$0	\$250,000	\$250,000
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- 210 students directly involved.
- Grades PreK-8 served
- 30 teachers directly involved

Responsiveness of the pilot

St. George's pilot is responsive to local needs and/or assets because:

- **It is integrated into the local community.** St. George convened a community working group of 20+ individuals (including teachers, administrators, other school staff, parents, local contractors, and small business owners) to inform the development of their CTE programming.¹ This input is reflected in several aspects of the program, including its emphasis on helping students develop employable skills that are in demand locally (e.g., town, region, and state). The technical skills and innovative thinking students can learn through the PreK–8 CTE program at St. George and the high school courses at MCST are intended to prepare them for jobs in their local community. The skills they develop—from woodworking to welding, from computer programming to operating a CNC router—are in high demand and necessary to the economic resilience of the community.

Innovativeness of the pilot

St. George's pilot is innovative because:

- **It provides CTE across all grade levels, including students younger than those traditionally served by these programs.** CTE programs have generally been offered to students in higher grades, so St. George's program is innovative because it extends CTE programming to students starting in PreK. Moreover, St. George's partnership with MCST provides a pathway for CTE opportunities throughout a student's entire PreK–12 experience.
- **It promotes new ways to demonstrate learning.** The pilot provides new opportunities for students to demonstrate learning compared to traditional assessments or writing assignments. Specifically, the CTE program will allow students to use a range of abilities and creativity to demonstrate successful learning through hands-on educational opportunities not currently available to them. For example, a St. George administrator explained that instead of taking a written test on water quality, students could build a probe to monitor the salinity and temperature of the marsh next to the school.

Sustainability of the pilot

St. George's sustainability strategy includes:

- **Situating the CTE/Makerspace as a place for innovation and supporting the whole community.** In addition to providing direct opportunities for their PreK–8 students to engage in CTE activities and programming, administration at the school reported that they anticipate the building will support the “passion projects” of their students. Moreover, administrators at the school also

¹ This working group continues to advise St. George and provide ongoing input to the project.

reported that they intend the CTE/Makerspace Building to serve as an economic development and resource center for the larger community. Administrators at the school further explained that they envision the CTE/Makerspace Building as being a resource for developing tools and resources that are not commercially available.

- **Private fundraising efforts to offset higher-than-anticipated construction costs.** To date, St. George has raised over \$1,500,000 for construction costs through grants, private donations, business sponsorships, and fundraisers. Due to higher-than-expected construction costs, St. George is continuing its fundraising effort and working to find ways to reduce costs while remaining true to the pilot vision. Any money raised beyond what is needed for construction costs will go to support CTE programming.