

# Montrose County School District Re-1J

## BACKGROUND

Montrose County School District Re-1J is using Perkins funding to: educate future engineers; upgrade equipment/software; make the learning environment safer; integrate their Career and Technical Education and academic curriculums; professionally develop counselors and faculty; and, help students plan their career course.

## KEY INNOVATION(S)

The District has finished implementing the national “Project Lead the Way” program to cultivate highly competent future engineers. Freshmen are being offered “Introduction to Engineering Design” to engage them with learning how to design before having them explore engineering careers. Once engaged, students are then offered “Principles of Engineering.”

The District has created a safer Construction Tech program by posting banners that prompt students to exercise specific proper safety practices.

To encourage the participation of non-traditional gender students in Auto Tech, the teacher ran a “Basic Car Ownership” class in order to spur female interest. It successfully stimulated greater female enrollment.

The Agriculture program has made itself more attractive to females by evolving its curriculum toward “Animal Science,” “Wildlife Biology,” and Horticulture. Perkins funding is helping to create these new units.

The District is also being proactive at providing access to its CTE program to students with disabilities. For example, the District has furnished accommodations to a wheelchair bound female student to permit her to participate in Ag Mechanics and they have accessed adaptive equipment for her. Further, the District is furnishing paraprofessional support to Special Education students in its CTE labs and shops.

The District has heightened its efforts to encourage postsecondary education by integrating the resources of College in Colorado (CIT) and its website into many areas. For example, students are accessing College in Colorado resources in the Freshman and Senior Seminar electives and academic and CTE Seminar Teachers are utilizing them. Further, counselors have been trained on College in Colorado and are meeting with students to help them access CIT resources twice a year. To also encourage this end, an advisory period has been slated for all students, plus, District Counselors have actively begun to use College in Colorado materials and curriculum guides. Finally, 8<sup>th</sup> grade counselors are engaging students with College in Colorado interest inventories. This has manifested into these counselors staging an 8<sup>th</sup> grade Career Day.

The District is investigating Catering as a viable evolution of its Foods offering. The District is also looking into incorporating a Career Options course into the Career Pathways that are developed for students.

## KEY FACTORS TO IMPLEMENTATION

To facilitate its CTE/Academic integration efforts the District has been engaging in curriculum mapping and arriving at common assessments. CTE teachers are finding it easier to integrate academic standards into their curriculum with the use of these curriculum maps.

Also, CTE teachers are being given “Professional Learning Community” time to work on integration and have made great progress collaborating with academic teachers at arriving at academic assessments. Helping drive such work has been a district-wide emphasis on literacy.

## RESULTS

The District has invested a few Perkins dollars in equipment and software upgrades including the acquisition of a planer and chop saw for Construction Tech and upgrading “Turning Point/Testing Point” software for the Business students.

Efforts to certify CTE classes for academic credit have succeeded and more are in progress. For example, “Animal Science” now qualifies for Science credit and “Business” is now a way to satisfy Math requirements.

Perkins funding has helped facilitate professional development for District counselors and CTE teachers enabling them to learn to create “Plans of Study”. The District also participated in a “Plans of Study” workshop at Delta Montrose Technical College. This training has opened the eyes of faculty to additional career pathways that are possible via their programs. The Ag program was the first to develop a “Plan of Study.”

The District reports that the demographics of its programs are changing as they make proactive efforts to encourage the participation of non-traditional gender students.

The District reports that its strong support of CTE has resulted in strong Career and Technical Student Organization involvement.