Well-Rounded Access Program

WRAP

Grant Highlights

WELL - ROUNDED ACCESS PROGRAM

- 5 years

- $9.8 million

- STEAM and the Arts

Two Areas of Focus

Arts-Specific Content	STEAM Pedagogy
Dance	Project-Based Learning
Media Arts	Place-Based Learning
Music	Inquiry-Based Learning
Theater	Cross-Content Instruction
Visual Arts	
Arts-Integration	

Grant Intent & Requirements

- The program should increase course access to well rounded courses

- The program should complement, rather than duplicate, existing efforts

- Any student in the state should have the opportunity to request access to courses

Well-Rounded Access is Equity Focused

- Increase Availability to Rural Schools

- Increase Access to Students:
  - Race/Ethnicity
  - Gender
  - Socioeconomic Status
  - Students Experiencing Disability
  - Emergent Bilingual

Well-Rounded Learning in Oregon

- Moves **beyond the course subjects** that students take
- Teaches **essential knowledge and skills** to live, learn, work, create, and contribute
- Ensures each and **every student is known, heard, and supported**
- Focuses on the **whole student, their community,** the **learning experiences** they are given, the **knowledge and skills they learn** and the **beliefs and attributes that they develop**
- Focuses on developing a **hands-on, collaborative, and integrated educational environment rooted in inquiry and discovery**

Needs Assessment: Statewide and Collective Wins and Successes

- Strong partnerships with arts organizations and schools across the state (e.g. Young Audiences, Lane Arts Council, Arts Center East, Arts in Education of the Gorge, and Umpqua Valley Arts)

- Resurgence of arts content in schools after initial shutdowns from the pandemic

- Arts access expansion projects (e.g. Studio to School)

- Incredible work happening with the STEM/STEAM Hubs across the state, including the Rural STEAM Network

- Many different funding options targeted for STEM/STEAM education, including ESSER III Set-Aside

- Oregon STEM Strategic Planning & Oregon STEM Non-Profit

- Increased participation in STEAM and Arts related summer programming

- 97.1% of students in rural high schools attend a school with a standalone arts course

- 83% of students in rural high schools attend a school with a Computer Science course

Needs Assessment Course Access Findings

Needs Assessment Arts Access Findings

- 45% of elementary students in rural communities attend a school without a standalone course in any arts discipline compared to 26% in towns, 10% in suburbs, and 20% of elementary students in cities.

Needs Assessment STEAM Access Findings

- 17% of high school students in rural communities attend a school without computer science courses compared to 3% of high school students in cities. 39% of high school students in rural communities attend a school without an engineering and technology course compared to 10% of high school students in cities.

Needs Assessment: Areas of Growth


Sustainable Funding and Availability of Resources
- Material Resources
- Staff Capacity
- Community Resources

Course Access Barriers for Underserved and Underrepresented Students
- Staff Bias and Gatekeeping
- Course Scheduling
- Cost of Courses
- Location and Time
- Students Feeling Unsafe or Unwelcome in the Course

Categories of Activities

Communication

Course Development

Course Access Structures
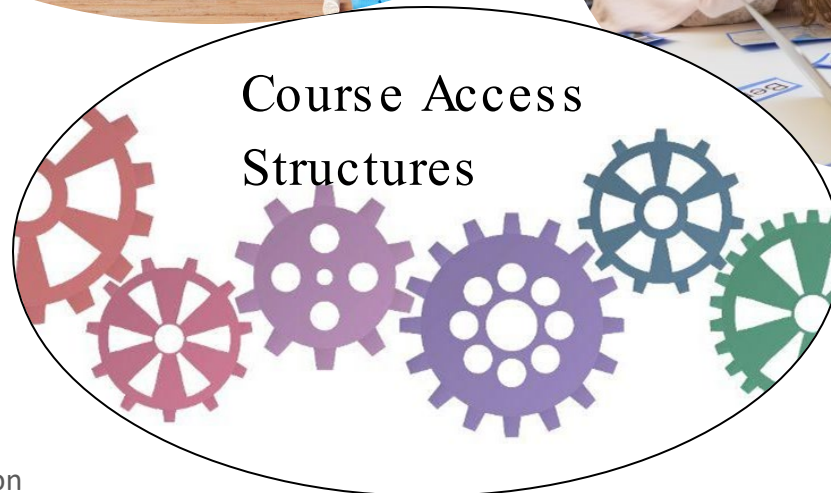
Course Development

- Expansion of 9th Grade Computer Science Course

- Expansion of STEAM-based High School Physics, Chemistry, and Biology Courses

- Elementary STEAM Content on Oregon Open Learning

- K-5 Arts & Care/Connection Series of Courses

- Native Arts Lesson Plans

- Middle School/High School Arts Content on Oregon Open Learning

- Arts Instructional Materials Curation

Course Access Structures
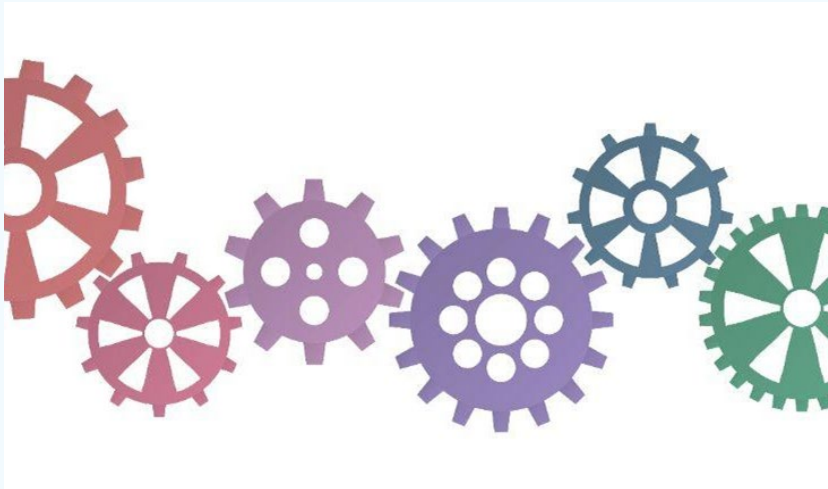
- Oregon Open Learning
- Oregon Digital Learning
- Accessibility to accurate data
- Implement data practices that address the whole child
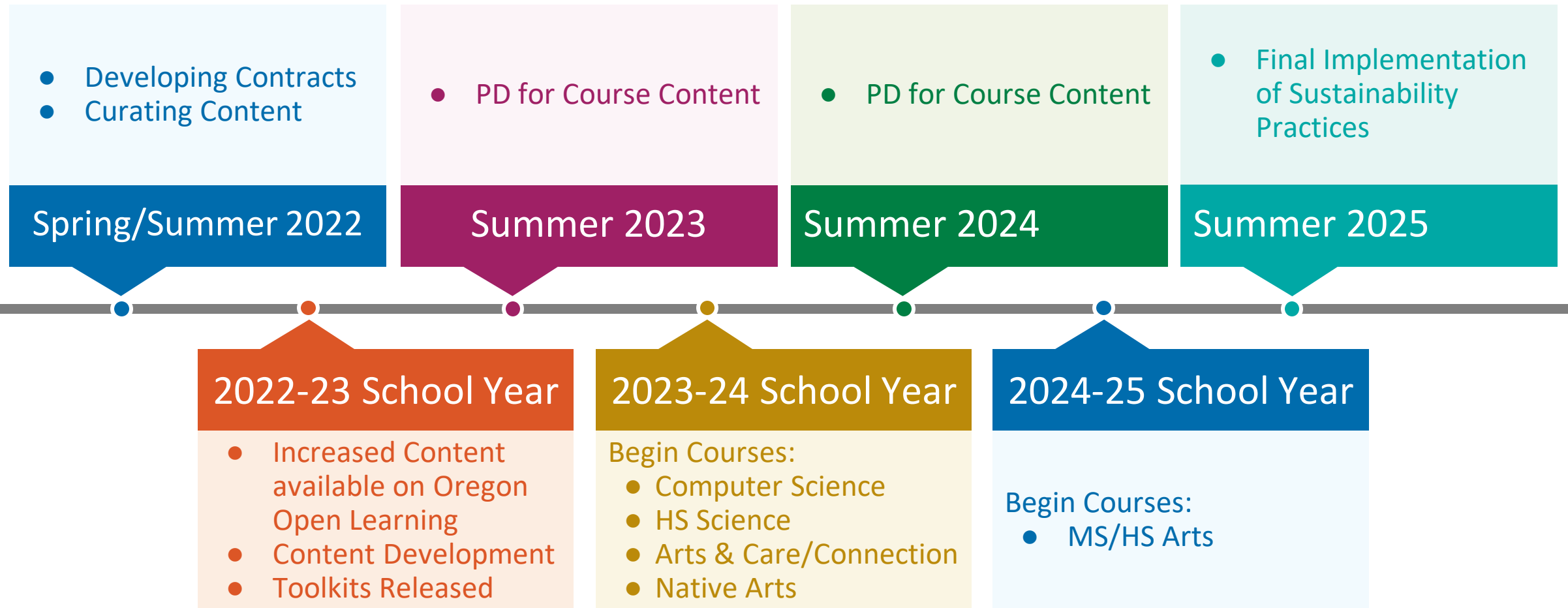- Provide professional development for content

Communication

- Social Media Templates/Content
- Arts and STEAM Toolkits/Best Practice Guidance and Training Series
- Funding Resources
- Share Student Work
- Connect 1:1 with schools that have no access
- Newsletter
- Internal ODE learning sessions
- Conference presentations (e.g. COSA)

Timeline

Spring/Summer 2022
- Developing Contracts
- Curating Content

Summer 2023
- PD for Course Content

Summer 2024
- PD for Course Content

Summer 2025
- Final Implementation of Sustainability Practices

2022-23 School Year
- Increased Content available on Oregon Open Learning
- Content Development
- Toolkits Released

2023-24 School Year
Begin Courses:
- Computer Science
- HS Science
- Arts & Care/Connection
- Native Arts

2024-25 School Year
Begin Courses:
- MS/HS Arts

Staying Informed

[WRAP Newsletter](#)

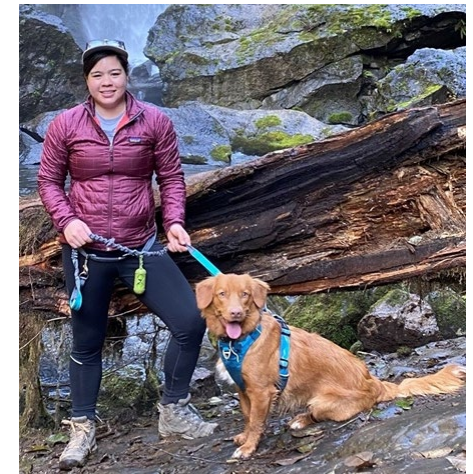[Arts Newsletter](#)

[Website](#)

[Group Email](#)

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Questions

- What would make the courses more accessible for your schools?

- What are some practices that your schools are already implementing to sustain high-quality arts and STEAM education that might benefit others?

- Would anyone like to help develop the Arts and STEAM Best Practices Toolkit?

Electronic version:
https://forms.gle/ZMNBHhjrugGbmuz7A