



The Well-Rounded Courses Access Update is the Oregon Department of Education's (ODE) primary communication tool for topics related to the Well-Rounded Access Program (WRAP). In October 2020, Oregon received a five-year, \$9.8 million grant to expand access to well-rounded education courses. More information about this program can be found on ODE's [Expanding Access to Well-Rounded Education webpage](#).

## Honoring the Dr. Martin Luther King Jr. Day

Monday, January 17, 2022 marked the remembrance of Dr. Martin Luther King Jr. On this day, many around the state and nation came together to honor Dr. King and reflect upon his legacy in our current time. If you are looking for a way to extend Dr. King's remembrance, Willamette University has a [schedule of events](#) that extends through March.

The works of Dr. King and the Civil Rights Movement had incredible influence on the state of education and still penetrates the mission and vision for equitable education. ODE's equity stance states that education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized. More information about ODE's equity stance can be found through our [Office of Equity, Diversity and Inclusion](#).



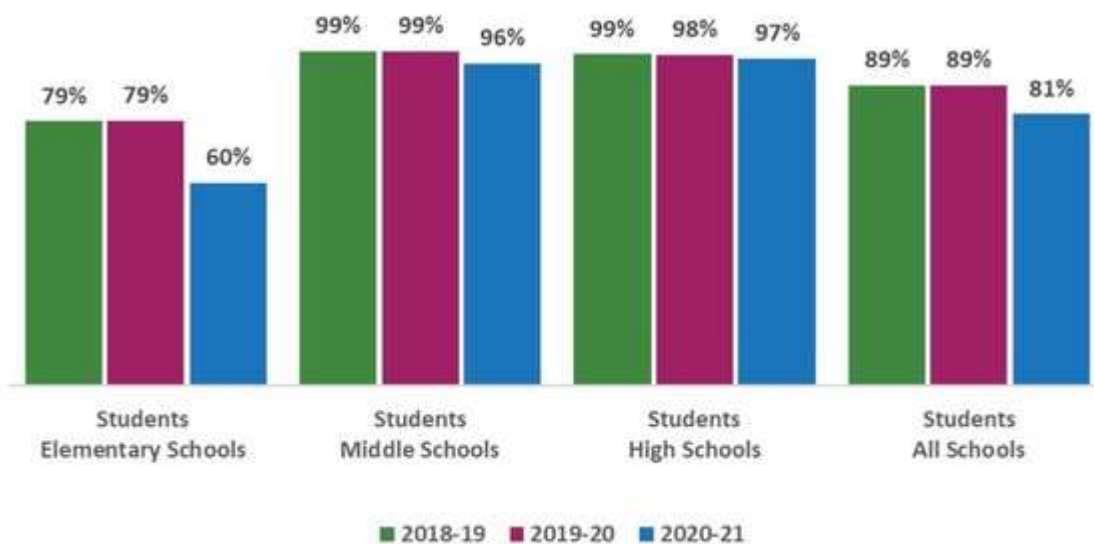
# WRAP Needs Assessment Finalized

The Well-Rounded Access Program has finalized an initial Needs Assessment. The WRAP team would like to express deep gratitude and appreciation for everyone involved in this process! Both the [full report](#) and an abbreviated [executive summary](#) can be found on the [Expanding Access to Well Rounded Education website](#).

## WRAP Data Corner

**The availability of arts courses appears to remain high for students in the 2020-21 school year, especially for students attending middle schools and high schools.**

Percent of students enrolled at a school with a standalone arts course



An analysis of course data from the Staff Assignment data collection and school enrollment data from the Fall Membership report over the 2018-19 - 2020-21 school years shows that the availability of arts courses (dance, media arts, music, theater, and visual arts) remained high at middle and high schools, despite the challenges posed by the COVID-19 pandemic. The percentage of students enrolled in middle schools and high schools that offer arts courses saw a slight reduction of 1-3 percentage points in 2020-21 compared to previous years. However, over 95% of students attended middle and high schools that offered arts courses in 2020-21. Elementary schools appear to have been most affected by the pandemic, with 60% of elementary school students enrolled at a school that offered a standalone arts course in 2020-21 compared to nearly 80% of elementary school students enrolled at a school that offered a standalone arts course in prior years. These results may indicate fewer schools offering arts courses in 2020-21, a significant decrease in elementary student enrollment in 2020-21, or other pandemic-related reporting challenges affecting data quality.

For more information, contact [Caitlin McRae](#), the Well Rounded Courses Grant



## Oregon Open Learning

The [Oregon Open Learning](#) team will host a statewide Open Educational Resources (OER) workshop on Tuesday, February 15th from 4:00 - 5:30 pm. Register for the event [here](#) and share the opportunity with your colleagues. Contact the Oregon Open Learning Team at [OregonOpenLearning@state.or.us](mailto:OregonOpenLearning@state.or.us) with any questions. To receive the Oregon Open Learning monthly newsletter, sign up [here](#).

## Central Oregon STEM Hub

This month, we're highlighting [Central Oregon STEM Hub](#) and some of the programs supported through their efforts. Although the Central Oregon STEM Hub works with many partners, only a few are highlighted below.

**Make-a-Thon Model:** The Central Oregon Make-a-thon model is a design sprint challenge engaging a small team to turn an innovative idea into a physical and digital prototype. Teams consist of a middle school student, high school or college student, and an industry or community partner. This program includes a quick tech lesson, introduction of a real-world, local problem or issue, creation time, and a pitch by each team to the entire crowd. Not only do students gain some tech skills, they are collaborating as a team to make a positive social impact.

**Code Can Dance Labs:** The Central Oregon STEM Hub is excited to partner with Code Can Dance to bring workshops using movement to develop skills in coding to a number of our Central Oregon middle schools. Using basic Java Script, students explore how coding can be applied in a way they may have never considered. For example, there are workshops with illuminating LED costumes or drums that they program to sync and light up to the beat as they dance or drum. This is a fantastic way to engage students in tech and the arts. For more information about this program, contact [Darryl Thomas](#) through the iDance Mobile Code Lab.

**Central Oregon Skilled Trades Fair:** The Central Oregon Skilled Trades Fair is a community event led by the CTE-STEM team at the High Desert ESD with assistance of many partners. Industry and community members are invited to come share career exploration, hands-on, indoor and outdoor activities with local youth. [To participate sign-up here.](#)

In addition to the CO Skilled Trades Fair, the Central Oregon STEM Hub has more annual local events connecting careers and learning for our young people, including a Natural Resource Field Day, Health Sciences Expo, and Clean Energy Day.

**Architects in School (AiS) Program:** In Central Oregon, 18 elementary schools regularly participate in Oregon's Architects in School Program. Architects in Schools delivers arts programming, environmental understanding, awareness of cultural links to history, understanding responsibility to the natural environment, career awareness, and communication skills – all through the principles and practices of architecture and

design while addressing Common Core and Next Generation Science Standards. To learn more, contact [Kim Knowles](#) at the architecture foundation of Oregon.

**AT Makers:** Local middle and high school STEM students come together with their peers experiencing disability to design and create assistive technologies that make everyday challenges easier for people with disabilities. The students are part of the AT Makers project, a unique collaboration between the Assistive Technology (AT) and STEM Hub departments at the High Desert Education Service District. The AT Makers students work together to solve real-world problems through human-centered design strategies. Middle school students listen, emphasize, and design prototypes that are turned into usable products by the high school students.

The AT Makers class is based on [ATMakers.org](#), a national movement that connects people who experience physical and cognitive challenges with *makers*—people with the skills and technology to create customized solutions to challenges in mobility, communication, and independent living. Assistive technology can range from low to high tech. By using human-centered design principles, technologies are developed to match the abilities of the user.

For more information about additional programs and partners, contact [Tracy Willson-Scott](#).

## Resources and Articles

- [How a STEM Program Helps Students of Color See Themselves in Science](#) (Education Week article by Kaylee Domzalski - August 25, 2020)
- [Music Education Inequities Deepening During the Pandemic](#) (OPB Think Out Loud Broadcast by Julie Sabatier - December 15, 2021)
- [North Clackamas Cuts Ribbon on New High School Building](#): New Urban's alternative program serves students who often find solace in an arts-focused curriculum (Clackamas Review article by Raymond Rendleman - November 30, 2021)

## Equitable Grading Statewide Book Study

### Join the “Grading for Equity” Book Study

Transforming traditional grading practices is vital in order to shift the focus away from students simply working for a grade toward a more learning-centered and equitable educational experience. Efforts to foster positive student identity and increase academic safety are undermined by not addressing grading practices, both at the classroom level and at the system level. Many Oregon schools, consistent with national trends, are reporting higher failure rates for students during the COVID-19 pandemic than ever before. This is especially true for students in historically underserved communities. How can we respond?

With the goals of analyzing current grading practices and taking action to make them more equitable, the Oregon Education Association and Oregon Department of

Education are facilitating a book study for educators of Joe Feldman’s bestselling book *Grading for Equity: What it is, Why it matters, and How it can transform schools and classrooms*. OEA will provide copies of the book to participants who commit to participate in 5 sessions. Virtual sessions will meet synchronously on Tuesday evenings from February 1 through March 8, 2022, from 6-7pm PT. Click [here to register](#). The book study is free for OEA members and \$75 for non-members.

Contact ODE’s [Equitable Grading Practices team](#) for more information.

For questions or comments, please email [ODE.WRCoursesGrant@ode.state.or.us](mailto:ODE.WRCoursesGrant@ode.state.or.us). To subscribe to this or other State Government newsletters, please visit the [GovDelivery website](#). You can access this topic directly [here](#).

*ODE’s Equity Stance: Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized. To find out more about ODE’s work in education equity, please visit [ODE’s Office of Equity, Diversity and Inclusion website](#).*

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