

Well-Rounded Access Program (WRAP) Logic Model



Outcomes For:

- Rural Students
- Low Income Students
- Black/ African American Students
- American Indian/ Alaska Native Students
- Native Hawaiian/Pacific Islander Students
- Latino/a/x Students
- Emerging Bilingual Students
- Students Experiencing Disability
- LGBTQ2SIA+ Students

Problem:

Our WRAP Needs Assessment has identified inequitable access to STEAM and arts education. Specifically:

Availability of Courses:

- There are numerous sources of funding and programs that provide educational opportunities to students in STEAM and the arts both within and outside of school. However, knowledge and awareness of these opportunities may not be widespread among educators, students, or families.
- Students in rural communities experience disparate opportunities to engage in STEAM and arts courses when compared to their peers in more densely populated localities.

Access to Courses:

- Even when courses are available at their schools, many students are experiencing disparate access to courses in STEAM and the arts.

Outcomes

Inputs:

Systems/Structures

- WRAP Team
- Regional STEM Hubs
- Arts Organizations
- Community Based Organizations
- Oregon Digital Learning Platform
- Oregon Open Learning
- Senate Bill 13

Funding Sources

- WRAP Team
- ESSER
- Title IVA
- Title IIA
- Oregon Digital Learning
- SIA
- Perkins

Statewide/WRAP Levers

- Statewide Communication and Training Efforts
- Course Creation
- Oregon Digital Learning Redesign Process
- Statewide Data Collections
- Instructional Materials and Standards Processes

People

- Educators

Outputs: (Activities)

Course Development

- Expansion of 9th Grade Computer Science Course
- Expansion of STEAM-based High School Physics, Chemistry, and Biology Courses
- K-5 Arts & Care/Connection Series of Courses
- Native Arts Lesson Plans
- Arts Instructional Materials Curation
- Elementary STEAM Content on Oregon Open Learning

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
- Middle/High School Engagement
- Newsletter
- Internal ODE Learning Sessions
- Conference Presentation

Outputs: (Measures)

Communication:

- Newly developed communications materials
- Enhancing partnerships across the state

Course Availability:

- Class Roster & Staff Assignment data collections

Course Access:

- Observations of the implemented courses
- OOL/ODL usage
- Satisfaction surveys
- Student grades
- Student and Teacher Participation Rates

Additional Considerations:

- Changes may occur due to changes in the Pandemic response
- Staff shortages may impact this work
- Procurement delays may affect the timing of this work

Short-Term (by Oct 2023):
Overall Theme: Availability
Communication:

- All STEM/STEAM hubs have communication tools to effectively communicate with their communities and local schools what STEAM means, the benefits of STEAM, and the connection to high demand/ high wage careers.
- Arts Organizations and Arts Educators have communication tools to effectively communicate with their schools and communities what high quality arts education looks like, the benefits of Arts Education, and the connection of the Arts to career opportunities.
- Administrators and CBOs understand sustainable funding options for well-rounded learning opportunities.

Course Availability:

- K-12 Students begin to have increased availability to high quality Arts and STEAM course content.

Course Access Structures:

- The Oregon Department of Education is able to clearly identify which schools and which students have and do not have access to Arts and STEAM education opportunities.

Mid-Term (by Oct 2025):
Overall Theme: Availability to Accessibility
Communication:

- Educators, students, and families understand the benefits of arts and STEAM education including the connection to high demand/ high wage careers.
- Educators, students, and families are able to define what STEAM education is and have a collective understanding across the state.

Course Availability:

- All schools have at least one arts teacher dedicated to teaching an arts course, arts integrated courses, or connection to an out-of-school arts or arts integrated program that is easily accessible to all students.
- All educators have access to high quality Arts and STEAM in-person and online curriculum and professional development to support content delivery.
- K-5 students have increased instructional time in STEAM-related content standards.

Course Access:

- Historically and currently marginalized students have positive self-efficacy, engagement, and access to relevant content in STEAM courses.
- K-5 educators are implementing Social Emotional Learning and Trauma Informed Practices within Arts Education.
- Arts and STEAM educators are implementing culturally responsive and linguistically inclusive teaching practices.

Long-Term (beyond 2025):
Overall Theme: Accessibility
Course Availability:

- Every public K-12 student has a high quality, comprehensive arts education program available to them within the school day.
- Every public K-12 student has a high quality integrated-content program available to them in the areas of science, technology (including computer science), engineering, arts, and mathematics within the school day.

Course Accessibility:

- Well-rounded opportunities embody the full definition of a well-rounded education, moving beyond the courses students take into the essential knowledge and skills students are learning in those courses (OR ESSA Definition).
- High quality, STEAM pedagogical practices implemented in all public K-12 classrooms.
- Equitable student participation and benefits from high quality STEAM-based practices and well-rounded course content for all students.