



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](#).

## National Native American Heritage Month



November is [National American Indian Heritage Month](#). The Library of Congress, National Archives and Records Administration, National Endowment for the Humanities, National Gallery of Art, National Park Service, Smithsonian Institution and United States Holocaust Memorial Museum join in paying tribute to the rich ancestry and traditions of Native Americans.

As a part of this recognition of Native American contributions and culture, we wish to highlight the work being done with [Senate Bill 13](#). In 2017, the Oregon Legislature enacted Senate Bill (SB) 13, now known as Tribal History/Shared History. This law directs the Oregon Department of Education (ODE) to create K-12 Native American Curriculum for inclusion in Oregon public schools and provide professional development to educators. The law also directs the ODE to provide funds to each of the nine federally recognized tribes in Oregon to create individual place-based curriculum.

Listed below are two lesson plans created through this work that we're showcasing this month:

4th Grade: [Oral Traditions](#)

8th Grade: [Human Impacts on the Environment: The Salmon Population in Oregon](#)

# WRAP Needs Assessment

The WRAP team is finalizing the Needs Assessment and will be ready to share this report soon. We want to express a deep gratitude and thanks to those who contributed time and responses during our engagement sessions and survey, in order to help build this assessment. Listed below are some highlights that emerged during this process.

## The Arts:

- Rural students have less access to opportunities to take a course in the Arts at their school than their peers in other localities. Specifically, about 45% of elementary students and 13% of middle school students in rural communities attend schools without a standalone course in the Arts. In total, 10,286 students in the Rural locale, 18,520 students in the Town locale, 6,927 students in the Suburb locale, and 24,075 students in the City locale attend public schools without courses in the Arts.
- There exists a statistically significant underrepresentation in enrollment in Arts courses for Latino/a/x students, Native American/Alaska Native students, students experiencing disabilities, Ever Emergent Bilingual students, and students identifying as male.

## Computer Science:

- Students attending rural school districts are less likely to have access to computer science courses. 17% of rural high school students attend schools that do not offer computer science courses, compared to 15% of students in towns, 6% of students in suburbs, and 3% of students in cities.
- There exists a statistically significant underrepresentation in enrollment in Computer Science courses for Black/African American students, Latino/a/x students, students experiencing disabilities, Ever Emergent Bilingual students, and students identifying as female.

## Engineering and Technology:

- 39% of public high school students in rural communities attend a school without an Engineering and Technology course compared to 27% of students in suburbs, 20% of students in towns, and 10% of students located in cities.
- There exists a statistically significant underrepresentation in enrollment in Engineering and Technology courses for Black/African American students, Latino/a/x students, students experiencing disabilities, Ever Emergent bilingual students, and students identifying as female.

## Overall:

- Survey respondents identified sustainable funding and availability of teachers as the top challenges to providing education for both the Arts and STEM/STEAM, indicating that even offering educational opportunities in these content areas can be a challenge. Even of the respondents that indicated their local school or schools offered education opportunities in the Arts and STEM/STEAM, the top identified challenges remained sustainable funding and availability of teachers.



## Oregon Open Learning

Oregon Open Learning is the place to find and share open educational resources (OER) that are curated and created for and by Oregon educators. Community is at the heart of OER, and the Oregon Open Learning Hub intends to bring together educator authors and curators to collaborate in a virtual space for the benefit of all students, educators, and communities across our state.

There are several content specific groups to join on the Oregon Open Learning Hub, including the [Oregon Arts Group](#), the [Oregon CTE Group](#), the [Oregon Science Group](#), the [Oregon Mathematics Group](#), and many more! Educators are able to access resources that are standards aligned, and contribute high quality resources to the group. The digital resource bank is in its early stages, and will continue to grow.

Do you want to learn more about open licensing? [Check out the free asynchronous Open Licensing Module on Canvas.](#)

## Oregon STEM/STEAM Programs

Listed below are highlighted STEM/STEAM programs in Oregon. If you have additional programs you would like to highlight in future newsletters, please let us know at [ODE.WRCoursesGrant@ode.state.or.us](mailto:ODE.WRCoursesGrant@ode.state.or.us).



This month's feature is the [Connected Lane County SparkLab](#). Located in downtown Eugene, SparkLab is a central hub for Lane County youth to learn, innovate, collaborate, and create. Providing extended out-of-school education and training opportunities for STEM and much more, youth can grow their skills, become confident problem-solvers, and gain hands-on experience.

## Resources and Articles

Listed below are resources and articles related to the topics of STEM/STEAM and the Arts.

- [More than Half of High Schools Now Offer Computer Science, but Inequities Persist](#) (Education Week Article: November 3, 2021 - Alyson Klein)
- [National STEM/STEAM Day](#) (Arts Education Partnerships Blog: November 2, 2021 - Mary Dell'Erba and Matt Weyer)

- [STEMx Resource Hub](#): Multistate STEAM Resource Hub

# Conferences and Professional Development

Listed below are upcoming conferences and professional development events related to STEM/STEAM and the Arts.

- [NSTA conference on DEI: Promoting Equity/Diversity/Inclusion Through Science and STEM Teaching](#) (Nov 6, Nov 20, Dec 4, Dec 18)

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](#).

*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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