West Virginia Initiative Summaries

October 2017 – September 2018

Building a Rigorous Early Learning Trajectory for College- and Career-Readiness

For several years the West Virginia Department of Education (WVDE) has collaborated with the ARCC in articulating its vision statewide for literacy by third grade, including developing children's social, emotional, and executive functioning. ARCC staff members will continue to advise on the use of logic-modeling to operationalize goals, employing structured processes to evaluate P-5 Early Learning Advisory Committee logic-model outcomes and develop feedback loops to inform operations, building the knowledge and skills of WVDE staff to analyze and interpret data to measure and monitor impact. The ARCC also will promote collaboration across state agencies, partnering with WVDE to facilitate the Early Learning Executive Committee's team meetings and support their subcommittee work. The ARCC team will consult with WVDE to develop the capacity of counties and their local education agencies to support a comprehensive approach to early learning through technical assistance and a network of support, developing and disseminating research-based resources that support the efforts of local literacy leaders to implement reading campaigns. The ARCC will advise WVDE on maximizing the impact of the Early Learning Network of Support's five regional literacy specialists as well as the comprehensive content centers and other national experts. Lastly, the ARCC staff will partner with WVDE to document the structures and processes that led to the successful planning and implementation of the early learning initiative so that new WVDE initiatives may replicate the approach.

Building Rigorous STEM Instructional Pathways to Support Successful Transitions to College/Career

The WVDE has invited the ARCC to collaborate to refine the state's STEM education vision and mission, articulate a theory of action, and determine the main components of a logic model. The purpose of this initiative, in its first year, is to develop a theory of action and logic model for STEM PreK-12 education that appropriately integrates coding and computer science into PreK-12 curriculum and designs a model for local implementation. The ARCC team will consult with WVDE to address logic modeling issues and determine how to use processes and structures to evaluate project outcomes. To guide the work, the ARCC will also prepare a literature review of STEM education best practices and a brief on exemplary SEA models of coding and computer science education. ARCC staff members will consult on developing or refining structures and processes to effectively lead, facilitate, and manage the STEM education initiative. The ARCC team will participate in assigned core team meetings and other activities with WVDE to work toward completion of core team goals outlined in the logic model. Lastly, the ARCC will advise WVDE about strategies for maximizing the impact of the STEM Education Advisory Council, including developing or refining collaboration and communication processes among WVDE offices and state STEM partners that lead to joint action on initiative goals.