

1. S424D200004: Massachusetts Department of Elementary and Secondary Education

The Massachusetts Department of Elementary and Secondary Education (DESE) is proposing to identify “AP Deserts” - high schools where low numbers of students engage in AP STEM courses despite having the skills to participate in this advanced coursework - and provide a statewide virtual platform enabling these students to engage in the coursework at no additional cost to the student, family, or school district. DESE aspires that these students will go on to complete postsecondary education in STEM and ultimately join and fully participate in the Massachusetts STEM economy.

2. S424D200005: New Mexico Public Education Department

The New Mexico Ready and Equitable Career and Technical Education (RECTE) program is proposing to develop a series of well-rounded courses to support math learning and Career and Technical Education (CTE), furthering students’ career and college readiness upon high-school graduation. To ensure equity across the state, the courses will be accessible both online and in class. Online courses will ensure all students have access to CTE and career and college readiness courses otherwise not available in their schools, nor accessible to them due to rurality, home schooling, or special needs.

3. S424D200002: Nevada Department of Education

The Nevada Department of Education (NDE) is proposing to utilize the Expanding Access to Well-Rounded Courses Demonstration Grants Program to expand the content and number of Advanced Placement (AP) and College and Technical Education (CTE) courses offered by the Nevada Learning Academy (NVLA) and provide for Work-Based Learning opportunities, including support for opportunities to connect with local businesses. The NDE currently works collaboratively with Clark County School District’s NVLA to provide online courses to all local education agencies and charter schools in the State of Nevada. The NVLA program offers career and college readiness courses to local and distant learners throughout the state and offers a sufficient number of courses to allow Clark County students to elect full-time online attendance. Funding from the Expanding Access grant will also be applied to the fees currently charged to part-time and out-of-district students, on a first-come-first-serve basis.

4. S424D200003: Indiana Department of Education

The Indiana Department of Education (IDOE) is proposing to enhance and expand of the Indiana Course Access Portal (iCAP) to provide students with access to well-rounded courses that align with student interests and satisfy requirements for graduation. Currently IDOE serves as the connection point for courses between schools and providers for iCAP, which was initially established to serve as a catalog of courses to “provide options to help schools meet students’

individual needs, expand learning opportunities, and diversify their curricula.” However, of the nearly 1.2 million Indiana students, only 57 were enrolled in courses through iCAP in 2018-2019. A statistic that is hindered by the availability of desired courses and current cost of enrollment. If given the opportunity, IDOE will utilize funds awarded through the Expanding Access to Well-Rounded Courses Demonstration (EAWCD) Grant to partner with local education agencies and vendors to expand access to existing virtual platforms, create in-demand courses that can be made accessible to Indiana students, and engage in efforts to ensure sustainability of access to courses beyond grant funded years.

5. S424D200001: Oklahoma State Department of Education

The Oklahoma State Department of Education, in partnership the University of Central Oklahoma, the University of Oklahoma, and the Osage and Chickasaw Nations, is proposing to provide a well-rounded ARTech program to Oklahoma students to include online and artists in residence art experiences that are currently not available to more than 20,000 students in the state. Eight online courses will be created for students enrolled in K-12th grade, while a total of 30 teaching artists will provide face-to-face art instruction at least four times per semester to at least six schools each. Research has shown that students who participate in arts classes have more positive outcomes when compared to students who do not. Arts classes have an overwhelmingly positive effect on students with lower rates of school suspension and drug abuse and arts students have higher rates of postsecondary school attendance and degree completions. The goal of the project is to provide art opportunities for students who have few or no access to art classes to ensure a well-rounded education.

6. S424D200008: Oregon Department of Education

The Oregon Department of Education (ODE) is proposing to focus its approach to developing, expanding, and implementing, a course-access program on expanding access to STEAM-related courses. Specifically, ODE proposes to expand Oregon’s existing STEM program in continued partnership with the Oregon STEM Council, regional STEM Hubs, and higher education partners and build capacity to develop and maintain an arts program to support districts across the state in providing students with access to high quality courses in the arts and more fully realize STEAM education in Oregon. Course options developed through the proposed grant will be accessible to students through a combination of in-person, online, and distance learning formats to meet the diverse and evolving needs of Oregon’s students and communities.