Summary of ARCC Initiatives: West Virginia, 2012-13

WV-01: Building a Rigorous Early Learning Trajectory for College and Career Readiness
The ARCC will partner with the Center on Enhanced Early Learning Outcomes (CEELO) to provide guidance and support to the West Virginia Department of Education (WVDE) to advance its commitment to excellence and equity in early childhood education. Initially, the WVDE, ARCC, and CEELO will collaborate to identify partners from West Virginia schools, families, and communities to participate in an early learning stakeholder group charged with developing a comprehensive public engagement campaign to emphasize the importance of reading on grade level by 3rd grade to future academic success. This campaign will include the development of parent-friendly school readiness resources and other materials focusing on the emotional, behavioral, and cognitive skills young children need to thrive in school. The ARCC staff will then collaborate with WVDE, CEELO, and the stakeholder group to create a dissemination plan for such resources.

WV-02: Align Education to Work Force Needs and Careers
To support the successful transition of students to college and/or career, ARCC staff will work with WVDE to analyze how programs at the state's sixteen pilot Career and Technical Education (CTE) Centers differ from the non-pilot Centers. The ARCC team will also review previous program evaluations and student achievement outcomes with WVDE research staff. To gather feedback about INSIGHT, an online platform housing WVDE content and CTE standards and resources, ARCC staff will facilitate focus groups of teachers and principals from several CTE Centers. Focus group participants will also be encouraged to discuss other options for collecting data on the utility and effectiveness of the state's CTE standards, resources, and supports. Resulting feedback will be used by ARCC and WVDE to determine possible modifications to the INSIGHT platform to improve its effectiveness and teacher and principal satisfaction with its use. Finally, the ARCC will advise WVDE staff as they create an implementation plan for the newly revised data collection system.

WV-03: Improving Teacher Preparation Programs and In-Service Training
The ARCC will partner with WVDE to design two professional development (PD) rubrics: one for determining the quality of PD model design, and another to assess the effectiveness of Regional Education Service Agency (RESA)-based PD delivery. ARCC staff will also collaborate with WVDE staff to create an informal steering committee to review the state's teacher preparation approval process. As facilitators of the committee's work, ARCC staff will create agendas, set meeting goals, and monitor progress. The ARCC will also facilitate the work of a second committee to lead the redesign of the WV teacher preparation program approval process, aligning it more fully with College and Career Readiness Program from the Council of Chief State School Officers. ARCC staff will then collaborate with WVDE to acquire feedback from teacher preparation stakeholders about the newly proposed teacher preparation program approval process and plan next steps to refine and implement the process throughout the state.

WV04: Promoting Data-Based Decision Making
The ARCC will assist the WVDE in building knowledge and skills for effective data utilization by state education agency (SEA), RESA, and local education agency (LEA) staff—and ultimately create a data-based decision making culture. Initially, ARCC staff will collaborate with WVDE to design a needs assessment to be administered across the SEA. Once the needs assessment is administered, ARCC will aid in designing and implementing a gap analysis of the data, convening meetings with SEA staff to interpret the data, and, finally, identifying implications for the development of a global data structure and process. Using this information, as well as information about other global data processes, the ARCC will collaborate with WVDE to determine a model for the SEA, RESAs, and LEAs that best addresses state needs.