

Well-Rounded Access Program Evaluation Findings & Recommendations At-A-Glance



In October 2020, the U.S. Department of Education awarded the Oregon Department of Education (ODE) a competitive 5-year, \$9.8 million Expanding Access to Well-Rounded Courses grant. ODE established the Well-Rounded Access Program (WRAP) to implement the grant and expand availability and accessibility of high-quality STEAM and Arts education for all Oregon K-12 students.

WRAP funded the expansion of two existing high school courses with accompanying teacher professional development: **Exploring Computer Science (ECS)**, a ninth-grade foundational computer science course, and **Patterns Science**, a scaffolded series of year-long courses (ninth-grade physics, tenth-grade chemistry, and eleventh-grade biology). The program also funded the development of new Arts curricula, including **Arts, Care & Connection (AC&C)**—98 K-5 lessons integrating Transformative Social Emotional Learning standards across Dance, Music, Theatre, and Visual Arts created by Oregon teaching artists—and **K-12 Native Arts lessons** developed by Tribes and Native educators in Oregon.

The STEM Research Center at Oregon State University conducted an independent summative evaluation to assess WRAP's progress across three programmatic strategies: Course Development (CD), Course Access Structures (CAS), and Communication (COM). This document provides an at-a-glance summary of key recommendations and findings from the full summative evaluation report.

Key Recommendations for Future Programs

- 1 Consider professional development distribution models carefully when designing programs. Online webinars and workshops increase accessibility, while cohort models build community in a limited capacity.
- 2 Promote Arts-specific curriculum resources (e.g., AC&C lessons, Arts Access Toolkit) through channels teachers regularly utilize to increase awareness and usage among elementary teachers across Oregon.
- 3 Consolidate dispersed STEAM resources into a central location and communicate directly with teachers about how to obtain them, as finding and vetting resources remains time-consuming.
- 4 Intentionally embed social-emotional learning, trauma-informed, culturally responsive, and linguistically inclusive teaching practices into professional development curricula.
- 5 Address structural barriers to well-rounded education (teacher recruitment/retention, resource/funding availability) through state or district-level interventions, particularly for rural communities.
- 6 Continue building on established sustainability structures: existing programs with committed partners, grassroots teacher networks, and freely available online resources to ensure long-term impact.

Well-Rounded Access Program Evaluation Findings

6

Findings with
Strong Evidence

5

Findings with
Some Evidence

1

Finding
Not Evident

1

Finding
Unable to Evaluate

How Evidence Levels Were Determined

Each finding was assigned an evidence level based on evaluation criteria established by the STEM Research Center:

Strong Evidence | Data from multiple sources (surveys, interviews, program analytics) consistently show positive outcomes. Results demonstrate clear progress with measurable impact across geographic regions.

Some Evidence | Data shows progress in specific areas or for certain groups, but results are inconsistent, limited in scope, or demonstrate partial achievement of goals.

No Evidence | Available data did not show progress toward the goal.

Unable to Evaluate | Data collection was not feasible due to timing constraints or external factors.

Category Abbreviations: CD = Course Development | CAS = Course Access | COM = Communication
Page references correspond to the [WRAP Summative Evaluation Report](#) (October 2025)

✓ Strong Evidence



CD

Educators Felt Well-Supported and Committed to Continue Teaching WRAP Courses

p. 29

Overall, educators felt supported by professional development staff, other teachers, and/or school administrators. Teachers expressed a strong willingness to continue teaching courses, reflecting the high value placed on the curricula and suggests potential for long-term sustainability.



CD

WRAP Courses Were Applicable and Accessible Across Regions and Geographic Locales

p. 34

Participation in Patterns Science and Exploring Computer Science PD increased for rural teachers over the WRAP timeframe. Arts PD reached participants via different modalities (online/in-person) and geographies. However, structural issues outside of the scope of WRAP limited the WRAP's impact.



CAS

WRAP Created Robust Sustainability Structures for Continued Course Access

p. 49

Multiple sustainability strategies were built into WRAP: focus on existing projects with established support; developing programs for unmet needs; ensuring long-term resource availability on ODE/Oregon Open Learning sites; leveraging grassroots teacher networks for dissemination.



CAS

Multiple Strategies Improved Teacher Access to Professional Development

p. 51

The availability of stipends and online webinars increased access to PD opportunities for Patterns teachers. The ECS cohort model built community and professional identity but on a limited scale.



CAS

Teachers Increasingly Engaged with WRAP Sponsored PD and Course Materials

p. 56

Patterns PD participation increased 50% in the first year and remained above baseline through year three. ECS maintained steady cohort numbers with increased participation from rural teachers. AC&C reached 626 participants through 45 workshops/webinars.



COM

Newsletter Subscriptions Show Growing Interest and Awareness in STEAM and Arts

p. 61

Evidence from the growth in the WRAP and Arts newsletter subscriptions over the timeframe of the WRAP suggests similar communication efforts in the future can lead to increasing awareness of the benefits of Arts and well-rounded education.

Well-Rounded Access Program Evaluation Findings Continued



Some Evidence



CD

Teachers Perception of Access to High-Quality STEAM Resources Unchanged by WRAP

p. 22

Surveyed teachers did not perceive a noticeable increase in STEAM instructional resources access. While many resources were available, finding and vetting resources was time-consuming. Arts curriculum increased through AC&C but became available late in the project with limited awareness among elementary teachers.



CD

More K-5 Teachers Are Teaching Arts, but Instruction Time Unchanged

p. 17

The number of elementary classroom teachers teaching Arts increased over the WRAP timeframe, suggesting more students experienced increased Arts learning opportunities in both urban and rural districts. However, instruction time per teacher did not change considerably.



CAS

Limited Student Data Suggests Positive Experiences with Self-Efficacy and Engagement

p. 40

Limited student data and teacher perceptions suggest courses were generally perceived as relevant and enjoyable by students, with indications they may have promoted self-efficacy. These concepts are strongly correlated with persistence in STEM.



CAS

Teacher Perceptions of Barriers to Well-Rounded Learning Persist

p. 47

Recruiting and retaining specialized teachers, providing adequate professional development and training, and resource/funding availability are perceived barriers, especially for rural schools and districts. Teachers did not identify lack of curriculum as an impactful barrier nor as a solution to noted barriers.



COM

Teachers Value STEAM and Arts, but Unclear if WRAP Impacted Teacher Perceptions

p. 61

Teachers recognize value of STEAM and Arts education and were generally familiar with STEAM concepts, though definitions varied. However, there is no clear evidence of increased awareness during WRAP timeframe beyond newsletter engagement.

X Not Evident



CAS

Teachers did not Perceive an Increase in Equity-Focused Teaching Practices

p. 53

Teachers did not perceive explicit focus on social-emotional learning, trauma-informed, culturally responsive, or linguistically inclusive teaching practices within WRAP professional development, though elements of these practices existed in curricula. More deliberate integration should be embedded in future programs.



Unable to Evaluate



COM

Insufficient Data to Evaluate Administrator Awareness of Funding Options

p. 65

Administrators' awareness of funding sources was low at beginning of WRAP and likely did not increase. WRAP developed resources, but data were not collected to track usage of these resources. This is a subject where further communication may be beneficial.