

2026-2027 Evaluation of WRaP 2.0

The WRaP 2.0 FASD Coaching Partnership Project was evaluated for five years, beginning in 2021. Rather than duplicate previous evaluation efforts, this year's WRaP 2.0 evaluation will focus on understanding how the project can move forward in evidence-based and innovative ways that honor its original goals. Therefore, the WRaP 2.0 2026-27 evaluation is intended to serve two complementary purposes. First, the evaluation will support **accountability** by examining how WRaP 2.0 is contributing to its intended outcomes, including increasing educator knowledge, strengthening inclusive education practices, and building sustainable school and system capacity. Second, the evaluation will support **program learning and evolution** by identifying the factors that facilitate successful implementation, exploring educators' and coaches' experiences, and generating recommendations to inform the future development and sustainability of WRaP.

Evaluation Questions

1. How is WRaP 2.0 building educator knowledge, confidence, and capacity to support students with FASD and other brain domain challenges?
2. How do WRaP coaches support educators in implementing inclusive, brain-based educational practices?
3. What organizational and contextual factors influence successful implementation of WRaP 2.0 across the province?
4. What lessons from WRaP 2.0 should inform the development and sustainability of WRaP moving forward?

Data Sources

This year's evaluation will include **four data sources**, as follows:

Data Source	Description
Instructional practice tracking	Coaches will continue to track each instructional practice engagement using a similar online system as previous years. After each instructional practice, coaches will enter data.
Case studies	A small number of educators and/or schools will provide feedback through interviews with the evaluator to explore how WRaP is experienced in practice, including perceived impacts, implementation processes, facilitators, and challenges.
School survey	Participating schools will complete a mid-year survey to provide feedback on their experiences with WRaP, perceived changes in knowledge and practice, school capacity, and recommendations for strengthening and sustaining the program.
Reflective conversations with coaches at Community of Practice (CoP meetings)	During CoP meetings, the evaluator will facilitate structured reflective conversations with coaches to identify successful practices, implementation challenges, and opportunities for program evolution.

Outcome	Indicators	Data Sources
Increased educator knowledge, confidence, and capacity to support students with FASD and other brain domain challenges	- Educators report increased knowledge and confidence in supporting students with FASD and other brain domain challenges - Coaches describe growth in educators' understanding and application of FASD-informed approaches	Instructional Practice Tracking: Coaching topics, recommendations, and supports provided. School Survey: Educator perceptions of knowledge, confidence, and remaining learning needs. Case Studies: Examples of educator learning. Reflective CoP Conversations: Coaches' observations of educator growth and common learning needs.
Increased implementation of inclusive, FASD-informed educational practices.	- Educators describe implementing new classroom strategies - Schools report adapting learning environments and instructional practices	Instructional Practice Tracking: Strategies introduced. School Survey: Self-reported implementation of inclusive practices and perceived impact. Case Studies: Detailed examples of classroom or school-level practice change. Reflective CoP Conversations: Discussion of successful strategies, barriers, and implementation experiences.
Strengthened school and system capacity to support students with FASD and other brain domain challenges	- Schools report increased capacity to respond to complex learner needs - Collaborative relationships between coaches and schools - Sharing of resources and learning across regions - Factors supporting or limiting implementation are identified	Instructional Practice Tracking: Frequency and nature of coaching engagements and partnerships. School Survey: Perspectives on organizational capacity, sustainability, and remaining gaps. Case Studies: Examples of capacity-building at the school or division level. Reflective CoP Conversations: Cross-

		regional reflections on implementation, collaboration, and sustainability.
Lessons to strengthen and sustain WRaP moving forward	- Educators and coaches identify strengths of the current model - Recommendations generated for improving coaching, professional learning, and program implementation - Organizational and contextual factors influencing success are identified - Opportunities for long-term sustainability are described	Instructional Practice Tracking: Trends in coaching requests and educator needs. School Survey: Feedback regarding program strengths, future priorities, and sustainability. Case Studies: Lessons learned from diverse implementation contexts (i.e., school settings). Reflective CoP Conversations: Ongoing sense-making, identification of emerging themes, and recommendations for WRaP's future development.