



Mid-Phase Competition Absolute Priority 4 (SEL)

Transcend

Whole Child Model - Building Regional Capacity to Scale (WCMv2)

Applicant Name: Transcend

Title: Whole Child Model - Building Regional Capacity to Scale (WCMv2)

Type of Grant Requested: (select one)

Early-Phase

Mid-Phase

Expansion

Absolute Priorities the Project Addresses: (select all that apply)

Absolute Priority 1-- Demonstrate a Rationale (Early), Moderate (Mid), Strong (Expansion)

Absolute Priority 2-- Field-Initiated Innovations—General

Absolute Priority 3-- Promoting STEM Education

Absolute Priority 4-- Meeting Student Social, Emotional, and Academic Needs

Absolute Priority 5-- Educator Recruitment and Retention

Competitive Preference Priorities the Project Addresses: (select all that apply)

Competitive Preference Priority 1— Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners

Competitive Preference Priority 2—Addressing the Impact of COVID-19: Community Asset-Mapping, Needs Assessment, and Evidence-Based Instructional Approaches and Supports

Total number of students to be served by the project: 19,959 students in treatment and control

Grade level(s) to be served by the project: K-5th grades

Definition of high-need students: Qualifying for the National Free and Reduced Price Lunch Program and/or identifying as a student of color and/or qualifying for English Learner supports.

Brief description of project activities: Whole Child Model - Building Regional Capacity to Scale (WCMv2) aims to develop a regional capacity-building model to drive the scaling of the WCM in three states, 11 counties, and 60 high-poverty and/or rural schools, impacting 19,959 students. In each partner region, we will train, empower, and certify local coaches as WCM Design Partners to sustain and scale the model beyond the grant period. The WCM, grounded in brain-based research, influences every part of the student experience, resulting in increased prosocial interactions and academic learning in an inclusive environment. This model addresses the pressing national challenges of decreased student well-being, academic engagement, attendance, and teacher well-being and retention. The WCM will provide regional networks,



districts, and schools with the tools and support they need to address these challenges. The evaluation will randomly assign 30 elementary schools to the treatment group and measure the impact on both students and teachers.

Summary of project objectives and expected outcomes: WCMv2 aims to build students’ SEL skills, reduce disciplinary incidents, improve teacher-student relationships, and increase academic engagement and achievement. WCMv2 also aims to improve teacher wellness, reduce burnout, and improve retention. The project will also pilot and build a sustainable, cost-effective regional capacity-building model to sustain and scale the model beyond the grant period.

Summary of how the project is innovative: WCMv2 builds on a successful early-phase project that utilized a community-based process to adopt and adapt the Whole Child Model (WCM). The proposed mid-phase project will expand this initiative by reaching more students through expansion to two rural regions and a district with a high number of English learners.

Additionally, it will pilot a new regional capacity-building model for scale, moving away from direct partnerships. To ensure implementation fidelity by regional partners, we will provide ongoing job-embedded WCMv2 training. This comprehensive training will result in the certification of the coaches.

Other studies related to the proposed project: We currently are in year two of implementation of our early-phase EIR grant aimed at testing the Whole Child Model in two districts.

Proposed implementation sites: Elementary schools in rural districts in Alabama and northern California and El Paso Independent School District (EPISD) in Texas. Organizations partnering with this project: North State Together K-16 Collaborative (NST), University of West Alabama (UWA) Center for Rural Education (CRE), and El Paso Independent School District (EPISD).