

Early Phase Competition -- Absolute Priority 4 (SEL)
Transcend Inc.
S411C210073

Student Well-Being Model: Improving high-need students' learning through a community-driven model centering equity and social and emotional skills

Abstract

Project Title: Student Well-Being Model: Improving high-need students' learning through a community-driven model centering equity and social and emotional skills

Early Phase, Absolute Priorities: AP 1 (Demonstrates a Rationale), AP 4 (Field-Initiated Social-Emotional Learning Innovations), **Competitive Preference Priorities:** CPP 2 (Addressing the Impact of Covid-19), and CPP 3 (Promoting Equity)

Total number of students served by the project: 11,250

Grade levels served by the project: K-5

Definition of high-need students: students qualifying for the federal free or reduced price meal program, students of color, and students qualifying for English learner supports

Description: Transcend offers a cohesive, research-based model that guides schoolwide implementation of social and emotional learning practices using a unique community-driven approach, the **Student Well-Being Model (SWBM)**. In the school redesign process that is at the heart of the SWBM, educators create a strong foundation based on awareness, knowledge, and conviction leading to a powerful coalition for a SWBM implementation that is more effective than interventions targeting individual teachers. Through three core components: CARE, Boost, and Family Circles, the SWBM advances key SEL practices to increase SEL and academic skills.

Project Objectives/Outcomes: Teacher, student, and school outcomes will be tested through a quasi-experimental design (QED). Key teacher and student outcomes include: increased teacher well-being and retention rates, increased student SEL and competencies, increased student pro social behavior, and increased student learning in math and ELA. School outcomes include: improved school climate, and improved school to family relationships and satisfaction.

Special Project Features: SWBM special features include a community-driven approach valuing diverse perspectives, a schoolwide redesign, a focus on adult well-being, the integration of specific SEL practices based on Tier 2 and Tier 3 supports, and consistent touchpoints for families that emphasize SEL development. **Partner Organizations:** District of Columbia Public Schools (DCPS), Van Ness Elementary School (DCPS), [REDACTED], and SRI International (SRI).