



Fiscal Year 2026 (FY26) Whole Child and Educator Wellness Grantees

Priority Area 1 - Physical Activity

Grassroots Health

Partners: Center City Capitol Hill Campus Public Charter School (PCS), Center City PCS - NoMa Campus, KIPP DC - AIM Academy PCS, KIPP DC - Valor Academy PCS, and KIPP DC - Will Academy PCS.

Project Abstract: Grassroots Health will partner with five DC public charter middle schools during the 2025-26 school year to strengthen school health and wellness practices through targeted technical assistance. The project will serve Title I communities by using each school's School Health Profile as a baseline to jointly develop plans that expand both the quality and amount of physical activity and health education, in alignment with the Healthy Schools Act. Services include in-school, afterschool, and family health education programs; professional development workshops for physical education (PE) and health educators; parent and caregiver health literacy sessions; and community health fairs. Grassroots Health will engage students, families, and school staff in focus groups and quarterly check-ins to guide implementation, while tracking progress through both qualitative and quantitative data. By the end of the grant, each school will have an individualized sustainability plan and the capacity to continue effective practices, ensuring healthier school environments and stronger academic readiness for DC students.

Priority Area 2 - Environmental Education and Garden-Based Education

City Blossoms

Partners: H.D. Cooke Elementary School, Eliot-Hines Middle School, Jefferson Middle School, Johnson Middle School, Noyes Elementary School, UPO @ Azeeze Bates, UPO @ Coolidge High School, and Ida B. Wells Middle School.

Project Abstract: In the 2025-26 school year, City Blossoms will partner with a total of 17 early childhood centers and 10 Title I elementary and middle schools to deliver the Early Growers and School Garden Partners program. Funding through this grant program will support eight of these partnerships, which were launched in 2023-24 through 2025-26 school years with centers or schools that have never had a garden or garden-based program incorporated into their curriculum.

All centers and schools serve majority children of color who are considered "at-risk." All the elementary and middle schools are Title I and are located in historically marginalized areas of

the city including in wards 4, 5, 7, and 8. These two programs will impact 1,477 children at early childhood education (ECE) partner sites and 3,520 children and youth at elementary and middle school partners. Funding through this grant program will support technical assistance (TA) activities which will impact more than 50 children at ECE partner sites and 2,294 children and youth at partner elementary and middle schools.

Priority Area 3 - Educator Wellness

EmpowerEd

Partners: Cleveland Elementary School, Edward Mazique at Amidon Bowen, Edward Mazique Parent Child Center, Goodwill Excel at G Street PCS, Goodwill Excel at Maryland Avenue PCS, and Harmony PCS.

Project Abstract: EmpowerEd will implement our TA approach of forming a diverse staff wellness team and coaching them to create a staff wellness plan based on OSSE's educator wellness tiered framework (involving personal, interpersonal, and organization wellness), which incorporates staff survey data. We apply a coordinated strategy of focus groups, monthly check-in meetings with staff wellness teams and school leaders and provide targeted resources to monitor plan progress and overcome barriers to implementation. EmpowerEd will provide professional learning such as full-staff workshops on self-care strategies, setting boundaries, improving relational trust to help shift staff members' mindsets and wellness skill sets. Further, we coach school leadership teams to support their wellness, ensure a coherent supervisory approach, and help them experiment with policy changes. To ensure effectiveness, we engage in a process of continual staff surveying and implement a "Plan, Do, Study" framework that allows for the necessary cycles of iteration to find effective changes within the current constraints of the education system. By being a consistent partner, we highlight strengths, identify areas to fix, and facilitate the necessary conversations between stakeholders to ensure there is continued support to meet goals. For this grant, we are enlisting the support of the Wendt Center for Grief and Loss to provide targeted professional learning to address secondary trauma for staff and host grief and empathy circles to process difficult experiences in school communities as needed with the appropriate school partners. With our coordinated support, schools will be better able to weather and heal from the difficulties that are now standard in our current age.

SchoolTalk, Inc.

Partners: Calvin Coolidge High School, Cesar Chavez Public Charter Schools for Public Policy, Ludlow-Taylor Elementary School, McKinley Technology Campus, and Neval Thomas Elementary School.

Project Abstract: Under the Whole Child and Educator Wellness Grant, SchoolTalk, Inc. will partner with five schools to strengthen educator wellness by fostering positive staff relationships, building conflict resolution capacity, and improving overall school climate. This initiative aligns with the OSSE Whole School Approach to Educator Wellness and the Whole

School, Whole Community, Whole Child (WSCC) model by advancing sustainable, school-led wellness systems. By the end of the school year, SchoolTalk and its partner schools will improve educator wellness by strengthening positive staff relationships and building conflict resolution skills, as measured by a 10 percent improvement in DC SAYS staff survey results on school climate, staff belonging, and staff-leadership relationships, a 10 percent increase in staff response rate on DC SAYS, and a 5 percent increase in educator retention. To achieve this, we will utilize a comprehensive educator wellness needs assessment with each school's implementation team using SchoolTalk's School Climate Workbook, which aligns restorative justice and school climate best practices, OSSE's Blueprint for a Whole School Approach to Educator Wellness, and school-based data. Teams will identify priorities in staff relationships, communication, and conflict resolution, and develop an implementation plan, including activities such as community-building circles, peer mediation processes, staff listening sessions, mindfulness-based stress management, and professional learning groups. We will deliver ongoing modeling, co-facilitation, and coaching at the organizational, interpersonal, and individual levels, while building school capacity for implementation. To support progress monitoring, we will partner with the implementation team to conduct ongoing skills assessments, analyze DC SAYS and school employment data, and gather educator feedback through focus groups and exit tickets. Finally, we will facilitate Solution Circles, connecting partner schools for shared problem-solving, reflection, and peer learning around educator wellness. By integrating evidence-based strategies related to school climate, restorative practices and educator wellness, SchoolTalk will strengthen educators' capacity to manage stress, navigate workplace conflict, and sustain supportive relationships, creating healthier and more resilient school communities.

