

ADVISORY COMMITTEE ON EDUCATION

REPORT TO COUNCIL

SUBJECT: ACE GRANT PROPOSALS - 2018

BACKGROUND: The Advisory Committee on Education recently solicited grant proposals for the 2017-2018 school year. The budget available to be allocated to ACE grants is \$9500.00.

ACE solicited grant proposals for up to \$500 each from the seven ACE core schools: Greenbelt Elementary, Springhill Lake Elementary, Magnolia Elementary, Dora Kennedy French Immersion School, Turning Point Academy, Greenbelt Middle and Eleanor Roosevelt High School. Proposals were welcome either from the school itself or from the school's parent-teacher organization. There was no limit to the number of proposals that could be submitted from each school. The proposals were due on November 1, 2017. The proposals were for activities that will take place between February 15, 2018 and the end of the 2018-2019 school year.

The ACE Grants Program will support activities that enhance or enrich school-based activities. Some examples include supporting field trips, bringing an activity into the school, or purchasing equipment and materials for a special project. The grants are NOT intended to underwrite items that are normally supplied by the school system such as copier paper, etc.

ACE believes that the grant-writing workshops have been successful at both encouraging more proposals and improving the quality of the proposals that are submitted, ACE did not organize a grant-writing workshop this year. Instead, ACE publicized to the schools a grant-writing workshop organized by the Greenbelt Community Foundation that was held in September.

ACE runs clubs at two ACE core schools, with a Reading club at SHLES and a Reading clubs at GMS. The clubs, which are not funded by the grants program, provide some balance in ACE programs between the schools in different locations throughout the city. There is a Reading club at MES which was originally started by ACE, but the teachers running the club decided to organize the club without ACE sponsorship this year.

FINDING: ACE received 44 proposals from 6 schools for a total request of \$21,581.39. Proposals were submitted from Greenbelt, Springhill Lake and Magnolia Elementary Schools, Dora Kennedy French Immersion School, Greenbelt Middle School and Eleanor Roosevelt High School. ACE did not receive any proposals from Turning Point Academy.

Selection of the proposals for funding is made by the Greenbelt City Council based on the input from ACE. This table is a summary of ACE recommendations. The details are below.

#	School:	Purpose of grant request:	Request:	Recommend:
1	DKFI	French Reading Books	\$ 500.00	\$ 500.00
2	DKFI	Orchestra Upright Double Bass	\$ 500.00	\$ 500.00
3	DKFI	Online French Software: BrainPop.fr	\$ 500.00	\$ 500.00
4	DKFI	Outdoor Recess Toys	\$ 500.00	\$ 500.00
5	DKFI	Yoga in the Classroom	\$ 500.00	\$ 500.00
6	DKFI	Student Literary Magazine: Les Etoiles Filantes	\$ 500.00	\$ -
7	ERHS	Shifting Toward Student-Centered Science Classroom	\$ 500.00	\$ 500.00
8	ERHS	African Literature Appreciation	\$ 500.00	\$ 500.00
9	ERHS	Classic Literature Appreciation	\$ 375.77	\$ -
10	ERHS	Literature for Female Empowerment	\$ 500.00	\$ -
11	ERHS	ERHS Cheerleading Squad	\$ 500.00	\$ -
12	ERHS	2018 Grad Night for Eleanor Roosevelt High School	\$ 500.00	\$ -
13	ERHS	Senior Class Prom Promise and SADD Shines Day	\$ 500.00	\$ -
14	ERHS	ERHS Teacher Town Hall	\$ 500.00	\$ -
15	ERHS	ERHS Teacher Awards	\$ 500.00	\$ -
16	ERHS	ERHS Parent Teacher Conference Day Dinner	\$ 500.00	\$ -
17	GES	Hands on Equations	\$ 500.00	\$ 500.00
18	GES	JA Biztown	\$ 500.00	\$ -
19	GES	Differentiated Math Centers	\$ 432.72	\$ 432.72
20	GES	Research Based Parenting Classes	\$ 500.00	\$ -
21	GES	Animation with 5th Grade	\$ 500.00	\$ 500.00
22	GES	5th Grade Musical Field Trip	\$ 500.00	\$ -
23	GES	Butterfly Wonder	\$ 450.00	\$ 450.00
24	GES	ANGST Documentary Screening and Discussion	\$ 500.00	\$ 500.00
25	GMS	Incentives for GMS PBIS Discipline Program	\$ 500.00	\$ 500.00
26	MES	Field Trip to Kennedy Center to See NSO	\$ 423.00	\$ -
27	MES	School Supplies Mobile Store	\$ 500.00	\$ 500.00
28	MES	Book Updates for Reading Club	\$ 469.50	\$ 469.50
29	MES	First Lego League - Hydro-Dynamics	\$ 500.00	\$ 475.00
30	SHLES	Team Building/Problem Solving at Terrapin Adventures	\$ 500.00	\$ 500.00
31	SHLES	Tactile Sensory Instructional Materials	\$ 500.00	\$ 500.00
32	SHLES	Using Theater and Music in Elementary Education	\$ 430.40	\$ 430.40
33	SHLES	Bringing Home and School Together: Family Math Night	\$ 500.00	\$ 500.00
34	SHLES	Flexible Seating	\$ 500.00	\$ -
35	SHLES	Activity Centers	\$ 500.00	\$ 500.00
36	SHLES	We Raise Diverse Readers!	\$ 500.00	\$ -
37	SHLES	Family Engagement Reading Kits	\$ 500.00	\$ 500.00
38	SHLES	Springhill Lake's Butterfly Garden Green Team	\$ 500.00	\$ 500.00
39	SHLES	Advanced Writing Academy: Writing to Share a Message	\$ 500.00	\$ 500.00
40	SHLES	Nutrition Assembly	\$ 500.00	\$ -
41	SHLES	Fuel Up to Play 60 Awards Field Trip	\$ 500.00	\$ -
42	SHLES	Health Week Items	\$ 500.00	\$ -
43	SHLES	Family Fit Day	\$ 500.00	\$ -
44	SHLES	Family Engagement	\$ 500.00	\$ -
			\$ 21,581.39	\$ 11,757.62

Proposal Review

ACE met on Tuesday, December 12, 2017, to consider the proposals. For each proposal, the committee listed the strengths and weaknesses and assigned a numerical score on a 100-point scale. The points were assigned according to the following scale:

- Intrinsic merit (40%) – Will the proposed project enhance or enrich school-based activities? Does it meet the criteria listed in the ACE grants call?
- Budget (30%) – Is the proposed budget realistic? Is the budget well justified?
- Benefit to students (20%) – Will the program provide wide benefit to the students in the school, or will it just benefit a few students?
- Proposal format (10%) – Did the proposal follow the proposal rules, including proposal length, project schedule, requisite signatures, etc.? (Note: severe violation of the proposal rules could result in rejection.)

On the basis of this careful consideration, the committee makes the following recommendations:

Proposals:

1) French Reading Books. DKFIS. Recommended funding: \$500.00 (full funding.)

Summary: This grant would be used to purchase 45 copies of a French Reading textbook.

Strengths: Although Dora Kennedy is a French Immersion school, PGCPs provides only the same English-language textbooks used by all other schools. French language books will reinforce learning of the written French language to complement the spoken French that the students learn in class.

Weaknesses: None.

2) Orchestra Upright Double Bass. DKFI. Recommended funding: \$500 (full funding)

Summary: This proposal would help provide an upright double bass to remain at school for orchestra rehearsals, as this particular instrument is too large to transport back and forth. This would support those students in grades 4-8 who need the bass to practice during their respective orchestra time.

Strengths: Allows students to practice at school without concern about taking the instrument back and forth to school and also allows those students wouldn't be able to afford a rental for the year to play the instrument.

Weaknesses: None.

3) Online French Software: BrainPop.fr. DFKI. Recommended funding: \$500 (full funding.)

Summary: Dora Kennedy French Immersion School (DFKI) has requested funding to purchase Online French Software that will offer more resources to K-8 students to understand and study math, science, social studies, and language arts in French.

Strengths: DFKI is a full Immersion school and receives majority of its textbooks in English via PGCPs. So, the students will benefit from using this on-line resource in French. Budget is realistic.

Weaknesses: None.

4) Outdoor Recess Toys. DFKI. Recommended funding: \$500 (full funding.)

Summary: The playground space at DFKI is limited and filled with rocks and wood chips, providing an unsuitable surface for many outdoor games. This grant would be used to purchase outdoor recess kits to encourage safe movement and creative play for the students in K-5.

Strengths: The grant is well-written and the budget is detailed and justified. The materials to be purchased will be tailored to each grade level to provide safe and interesting play for the students in K-5.

Weaknesses: None.

5) Yoga in the Classroom. DFKI. Recommended funding: \$500 (full funding.)

Summary: DFKI has requested \$500 to train teachers how to incorporate yoga poses and breathing to help students manage work and testing stress. This will also include a 20 minute in-class instruction by Greenbelt's own, Bee Yoga Fusion.

Strengths: This grant focuses on the third graders, to reduce stress as they have at least 28 hours of testing during the school year.

Weaknesses: None.

6) Student Literary Magazine: Les Etoiles Filantes. DFKI. Recommended funding: \$0 (no funding).

Summary: Funds requested by the PTA would be used to help cover printing costs for this French-language magazine. The publication is meant to showcase the writing skills and linguistic talents of students in grades K-8 as well as the international diversity of the school.

Strengths: This would encourage composition skills as the students use the writing process (planning, drafting, revising, proofreading, and typing). These skills will also help students when taking the PARCC tests. All of the students will be able to submit their work, and this will provide an additional extracurricular activity for them.

Weaknesses: This proposal is nearly identical to a proposal that was funded last year. Because there were many other strong proposals, ACE does not recommend funding this program for a second year.

7) Shifting Toward Student-Centered Science Classroom. ERHS. Recommended funding: \$500.00 (full funding.)

Summary: This grant would provide 15 dry-erase whiteboards for use in the chemistry, biology and environmental classes at ERHS.

Strengths: High-school science students benefit from the critical thinking and communication skills that come from working together in small groups using dry-erase whiteboards to solve problems. The whiteboards can also be used in classroom presentations. ERHS physics teachers use whiteboarding in their classrooms purchased with a previous ACE grant; this grant would expand that to include the chemistry and biological science classes.

Weaknesses: None.

8) African Literature Appreciation. ERHS. Recommended funding: \$500 (full funding)

Summary: This proposal would help provide approximately 50 copies of the book, *Things Fall Apart* in order to support the needs of 12th grade students. The book is a narrative about life in Nigeria at the turn of the 20th century, and what happened to the Igbo society in Nigeria under British colonization.

Strengths: Allows students who don't have the resources to purchase their own book to utilize the classroom copies to get assignments completed. The book provides a unique perspective into African culture.

Weaknesses: This was one of three similar proposals; ACE chose to fund this one.

9) Classic Literature Appreciation. ERHS. Recommended funding: \$0 (no funding.)

Summary: The Eleanor Roosevelt High School has requested to buy 50 copies of classic American Novel "Of Mice and Men" at the rate of \$7.09 per book that will help the 11th grade students as there is a shortage of this book.

Strengths: This will give them more stock of the book so the checkout by students will be more flexible and they can take this to home.

Weaknesses: This was one of three similar proposals. As this book is typically part of the curriculum, the book should be provided by PGCPs.

10) Literature for Female Empowerment. ERHS. Recommended funding: \$0 (no funding.)

Summary: This proposal would be used to purchase copies of *The Color Purple* by Alice Walker for use in senior-level English classes. Fifty copies of the book would be purchased. ERHS PTSA would provide any additional required funding.

Strengths: *The Color Purple* is an award-winning book that provides an examination of lives often overlooked in our culture. It is an important work of literature suitable for study by high school seniors.

Weaknesses: This was one of several similar grants to purchase books for senior-level English classes. Given the number of high-quality grants submitted this year, the committee decided it could not fund all of the literature grants. The per-book cost on this grant seemed relatively high (\$14.20 per copy; a quick

search of Amazon found copies of the same book for \$12.31) so the committee chose to fund one of the other literature grants.

11) ERHS Cheerleading Squad. ERHS. Recommended funding: \$0 (no funding.)

Summary: \$500 is requested to help offset the cost of cheerleading uniforms for the 20 students who receive free and reduced lunch.

Strengths: With the ERHS cheerleading team having recently expanded, new uniforms are necessary. The \$150 price tag very well may be too high for some.

Weaknesses: This grant is a small subset of the \$3000 required for uniforms for twenty students.

12) Grad Night for Eleanor Roosevelt High School. ERHS. Recommended funding: \$0 (no funding).

Summary: Funds from this grant would help support a special night for graduating seniors to enjoy a "once in a lifetime" celebration that is alcohol-free and drug-free and that is also both entertaining and safe.

Strengths: Grad Night is an on-going tradition at ERHS that promotes a graduation celebration that is alcohol and drug-free. The proposal provides a detailed explanation of the purpose for requesting the funds and the event is well-planned.

Weaknesses: The proposal says that grant funds would be used to purchase Staples gift cards to give to the students. This purpose would not directly enhance the school-based activities. Also, the grant amount is only a small percentage of the total Grad Night budget.

13) Senior Class Prom Promise and SADD Shines Day. ERHS. Recommended funding: \$0 (no funding.)

Summary: The Students Against Destructive Decisions (SADD) organization at ERHS asks each Senior to sign a "Prom Pledge" to avoid alcohol and drugs during Prom and Graduation season. The students signing the pledge are rewarded with gift bags containing fake tattoos, candy and water bottles. SADD also holds a luau day to promote dating violence awareness, anti-bullying and suicide prevention by distributing leis and literature.

Strengths: The proposal was well written and the student-directed activities seek to use peer pressure as a positive force to help students resist making the wrong decisions.

Weaknesses: ACE grants do not normally support the purchase of trinkets and candy. ACE was sympathetic to the goals and methods used by SADD, but this was a year of very strong proposals, and ACE felt that there were better uses for the funding available for grants.

14) ERHS Teacher Town Hall. ERHS. Recommended funding: \$0 (no funding)

Summary: This proposal would support an event where classroom teachers have an opportunity to share their thoughts and ideas on how to improve their school overall.

Strengths: This event would help teachers bring awareness to administration on how to improve school climate and culture. It would improve teacher morale.

Weaknesses: Although this is a nice idea for teachers to come together to brainstorm ways to improve school climate and culture, this request does not directly support students. Instead, the grant would be used to purchase food and gifts for the teachers at the event.

15) ERHS Teacher Awards. ERHS. Recommended funding: \$0 (no funding.)

Summary: The ERHS PTSA has requested a grant to give gift cards as awards to teachers for extraordinary service to the school who go above and beyond their normal duties to benefit students in meaningful ways.

Strengths: Improving teacher morale has an indirect effect on the students at the school and will help in retaining quality teachers.

Weaknesses: This gift card program will not directly impact students.

16) ERHS Parent Teacher Conference Day Dinner. ERHS. Recommended funding: \$0 (no funding.)

Summary: This proposal would be used to purchase dinner for ERHS teachers during parent-teacher conferences.

Strengths: Often teachers will go straight from teaching classes to meeting with parents during parent-teacher conferences. Providing dinner during this time would boost teacher morale since many teachers work an extremely long day to accommodate parents' work schedules. The grant was well-written and the budget was detailed.

Weaknesses: While the committee appreciated the concern for teacher morale and well-being, the impact on students from this grant would be somewhat minimal. Given the number of high-quality grants submitted this year, the committee felt funding would be more beneficially used elsewhere.

17) Hands on Equations. GES. Recommended funding: \$500.00 (full funding.)

Summary: The grant will be used to purchase two class sets of "Hands-on Equations", meant to help 3rd through 5th grade students begin to understand algebraic concepts.

Strengths: This will impact 60 students at once and can be shared to eventually affect approximately 300. The pictorial representation addresses different learning styles

Weaknesses: None.

18) JA Biztown. GES. Recommended funding: \$0 (no funding).

Summary: Purpose of this grant request is to help pay the cost of a field trip for 4th grade students to JA Biztown, which is an experiential learning environment to help students develop a stronger link between what they learn in school and realities of typical workplaces and financial issues in the US economy.

Strengths: At JA Biztown, the students learn the importance of workplace performance and making financial decisions in an authentic economy. The proposal is well thought out and detailed.

Weaknesses: The grant would fund only a small part of the total cost for the trip for 105 students (\$4450), and therefore would not make a big difference in the costs that the students need to pay.

19) Differentiated Math Centers. GES. Recommended funding: \$432.72 (full funding.)

Summary: The grant would purchase math games and supplies for a first-time 5th-grade math teacher to enable different levels of math practice and instruction in the classroom.

Strengths: The math games help the students to conceptualize mathematics rather than doing math problems by rote. The games can be used by all eighty-six 5th grade students, and will be available for future years as well.

Weaknesses: none.

20) Research Based Parenting Classes to Build School and Community. GES. \$0 (no funding)

Summary: This proposal would support parents through a series of research based curriculum parent sessions in an effort to promote greater success for their children and bridge the gap between school and home.

Strengths: The sessions would help to provide strategies, recommended parenting styles and basic knowledge of child development.

Weaknesses: Greenbelt CARES can provide Active Parenting classes at GES. Because of the large number of strong proposals this year, and the possibility that the proposal objectives could be met through Greenbelt CARES, ACE does not recommend funding this proposal.

21) Animation with 5th Grade. GES. Recommended funding: \$500 (full funding.)

Summary: The Greenbelt Elementary School proposes an animation project that is designed to enhance the 5th grade reading curriculum, Unit Two, Inventors and Artists. Students will use iPads to illustrate and create special effects. Each student will depict a character from the text that will be read by others. Students will meet once a week with 5 visits between Feb 20th and March 20th.

Strengths: This will benefit about 100 students. As per the project description, students will use digital art. Mr. George Kochell will be working with students. He has extensive background in teaching art to children and teens. His cartoons have appeared in Science Fiction Review, Eclipse Enterprises' Rotten to the Core trading cards, and Starlog Group magazines. ACE considers this will be a nice project and beneficial to students as they will enhance their iPad use. Budget is realistic too.

Weaknesses: None.

22) 5th Grade Musical Field Trip. GES. Recommended funding: \$0 (no funding.)

Summary: This proposal would offset costs for fifth graders at GES to see "The Wiz" at Ford's Theatre.

Strengths: The students are learning about musicals and operas in the classroom. This would provide them with the opportunity to see one performed live.

Weaknesses: The total estimated cost of the field trip is \$4500. ACE can only provide a small proportion of those funds. The committee felt funds would have a greater impact used elsewhere.

23) Butterfly Wonder. GES. Recommended funding: \$500 (full funding.)

Summary: The grant will fund 4 performances of a puppet show, "Butterfly Wonder" by Beech Tree Puppets. The shows will be followed by a workshop in which the students construct their own puppets and retell the story themselves.

Strengths: The proposal ties the performance to the 1st-grade science curriculum.

Weaknesses: None.

24) ANGST Documentary Screening and Discussion. GES. Recommended funding: \$500 (full funding).

Summary: This proposal would help fund a joint project to increase student awareness of the causes of anxiety, its effects, and solutions for managing experiences such as tests and use of the social media that produce fears and anxiety.

Strengths: The proposal is well-written and contains much information about the purpose of this project, how it will be carried out, and benefits to students. It will fund a free screening of the documentary film ANGST at the Greenbelt Theater. A moderated discussion will follow the screening. GES PTA will coordinate this project with PTAs at Greenbelt Middle School and Eleanor Roosevelt High School. The budget includes the ACE grant of \$500 as well as support from the three PTAs and Bee Yoga Fusion, and includes in-kind contribution from the Greenbelt Movie Theater.

Weaknesses: The committee had some concern about the number of students who would attend an after-school screening of this movie at the Greenbelt Theater.

25) Incentives for Greenbelt Middle School PBIS Discipline Program. GMS. Recommended funding: \$500 (full funding.)

Summary: The grant would fund rewards for the Positive Behavior Intervention and Support (PBIS) program. PBIS allows teachers to reward students with "bear bucks" for good behavior. The "bear bucks" can be exchanged for pizza lunches, ice-cream social, other activities and for items in the school store. This was the only proposal submitted from Greenbelt Middle School this year.

Strengths: GMS is in its second year of PBIS implementation. The school's trend toward positive discipline and reinforcement of good behavior, rather than punitive discipline, is to be commended.

Weaknesses: The proposal would benefit from a more detailed budget.

26) Field Trip to Kennedy Center to See NSO. MES. \$0 (no funding)

Summary: This proposal would provide transportation for a group of students to see the National Symphony Orchestra at the Kennedy Center.

Strengths: This would allow students the ability to be driven to the Kennedy Center which is not something that many of the parents in this community are able to do.

Weaknesses: The bus transportation is the only thing requested by the proposal. The proposal did not discuss the other expenses of the trip, such as ticket prices, etc. A more detailed description of the plan would have been helpful to evaluate the proposal.

27) School Supplies Mobile Store. MES. Recommended funding: \$500 (full funding.)

Summary: Magnolia Elementary School has requested seed money for the purchase of a mobile supply cabinet and required school supplies for a School Supply Mobile Store to accommodate students in-house when their supplies are low. These supplies would help provide necessary tools for daily school activities and help maintain consistency and uniformity.

Strengths: All students from Pre-K through 6th, teachers and staff will be benefited with the readily available supplies. After the first start the project should become self-sustaining. Budget is realistic.

Weaknesses: None.

28) Book Updates for Reading Club. MES. Recommended funding: \$469.50 (full funding.)

Summary: MES wants to purchase books for use in their popular Reading Club.

Strengths: The grant is well-written and the budget well-justified. The books to be purchased are age-appropriate and of interest to the students in the club. The books can be used beyond this school year. The MES Reading Club was formerly sponsored directly by ACE and the sponsorship included a budget for supplies. As the Reading Club is now independent, this grant would provide additional books.

Weaknesses: None.

29) FIRST Lego League, Hydro-Dynamics. MES. Recommended funding: \$475 (partial funding.)

Summary: The proposal would enable an after-school enrichment program in the FIRST Lego League Robotics competition.

Strengths: The on-going robotics club at MES encourages students to learn about the STEM fields. This year's theme is hydro-dynamics.

Weaknesses: The grant budget does not add up; ACE has deleted the purchase of T-shirts from the grant total to bring it down to \$475. ACE felt that the entry fee for the competition was high.

30) Team Building/Problem Solving at Terrapin Adventures. SHLES. Recommended funding: \$500 (full funding.)

Summary: The grant will fund a team-building exercise at Terrapin Adventures for 20 Comprehensive Special Education students.

Strengths: The program is a collaboration with the Greenbelt Police Department.

Weaknesses: The proposal did not address the issue of transportation to the venue.

31) Tactile Sensory Instructional Materials in Reading & Math for Special Needs. SHLES. Recommended funding: \$500 (full funding.)

Summary: This grant allows a special education teacher to work with her students to create tactile sensory booklets. The beneficiaries are first-grade students in the Comprehensive Special Education Program who have Intellectual Disabilities, Autism and/or are Developmentally Delayed.

Strengths: This interactive, tactile project is very engaging for these special needs students.

Weaknesses: The current impact will only be 9 students, however, the binding machine and some materials can be reused in coming years with other classes.

32) Using Theater and Music in Elementary Education to Enhance Growth. SHLES. \$430.40 (full funding)

Summary: This proposal would provide materials such as props, costumes, piano score, etc needed for a spring musical production, "The Real Story of Little Red Riding Hood." This is a result of an Arts Integration Pilot Program. Arts Integration fuses dance, music and theater with Reading/Language Arts, Social Studies and Science.

Strengths: Activities through Arts Integration provide students with the ability to increase reading fluency, build self-image, encourage team building and improve communication skills. There will be two performances: one during the day for the other students and another in the evening for the parents.

Weaknesses: None.

33) Bringing Home and School Together: Family Math Night. SHLES. Recommended funding: \$500 (full funding.)

Summary: Springhill Lake Elementary School has requested funding for the project that will provide materials to support enhancing the Family Math Night held twice a year. The math kits contain stations that include 6 different games. Each student will go home with a bag of games and game pieces from their level. There will be 3 levels: Beginning, Intermediate, and Advanced.

Strengths: Family Math Night will provide fun math activities for the entire family. This will enhance the mathematical capability of students and will serve as brain exercise. Budget is realistic.

Weaknesses: None.

34) Flexible Seating. SHLES. Recommended funding: \$0 (no funding.)

Summary: This proposal would purchase several types of seats for use in a classroom to provide a choice of seating type for the students.

Strengths: Different seating types will allow students to choose to work in a location that is most comfortable for them. By allowing the students to be more comfortable while working, learning and focus should be enhanced. A detailed budget is provided.

Weaknesses: The grant is not clear on exactly where and how the seating will be used. The population affected is relatively small and is not described as requiring special accommodations.

35) Activity Centers. SHLES. Recommended funding: \$500 (full funding.)

Summary: The grant would purchase learning activities for the SHLES first grade classrooms for use in small groups.

Strengths: The students will benefit from an increase in independent learning in reading, writing and mathematics. The proposal was well written and had a detailed budget.

Weaknesses: none.

36) We Raise Diverse Readers. SHLES. Recommended funding: \$0 (no funding).

Summary: This grant would be used to purchase books for the school's library that have stories depicting mostly minority characters, books and stories that reflect the ethnicity and culture of the mostly African-American and Latino student population.

Strengths: The Springhill Lake media center is a very active library, with the third highest book circulation totals in the PGCPs system.

Weaknesses: The proposal did not include a list of the books to be purchased, and therefore it was not possible to evaluate.

37) Bringing Home and School Together: Family Engagement Reading Kits. SHLES. Recommended funding \$500 (full funding.)

Summary: This grant will purchase two Family Engagement Reading Kits per classroom for K-5th grade. Each will include texts, literacy activities, and word games. A kit will be signed out for a week for the student to bring home and share with their family.

Strengths: These kits will encourage family involvement and reading comprehension outside of school. The kits are reusable and can then be signed out by other students.

Weaknesses: none.

38) Springhill Lake's Butterfly Garden Green Team. SHLES. \$500 (full funding)

Summary: This proposal would provide a green team to be established in order to learn about and maintain native plants in the school butterfly garden. The team will also promote environmental awareness amongst the school community and invite classes to utilize the garden for hands on learning.

Strengths: The green team will be comprised of English Language Learner (ESOL) students who will also practice language skills as a part of the after school club. This will help bridge the gap for ESOL newcomer students, and the garden will incorporate other academic areas such as Science.

Weaknesses: None.

39) Advanced Writing Academy: Writing to Share a Message. SHLES. Recommended funding: \$500 (full funding.)

Summary: Springhill Lake Elementary School has requested funding for Advanced Writing Academy project for students in third to fifth grades to foster creativity, awareness, and expertise in written expression among proficient and young writers. It will conduct Writer's Workshop with the students in the Academy and during that time, students will have a lesson in which mentor texts will be used as a model.

Strengths: Every year this project will service 30 students 8 to 12 years old and will last throughout the 2017-18 and 2018-19 school years. Ultimately it will benefit all the students. The Academy will meet every day. That keeps students active on the project. Budget is realistic.

Weaknesses: None.

40) Nutrition Assembly. SHLES. Recommended funding: \$0 (no funding.)

Summary: Funding would be used to pay for a puppet show by Blue Sky Puppets on the topics of healthy eating, exercises and vaccination. All students in K-2 would participate.

Strengths: The puppet show would be a fun way for K-2 students to learn about important health issues.

Weaknesses: The grant lacks details on how the lessons of assembly will be reinforced. Given the number of high-quality grant proposals submitted this year, the committee decided funding could be better used elsewhere.

41) Fuel Up to Play 60 Awards Field Trip. SHLES. Recommended funding \$0 (no funding.)

Summary: The proposal would fund a field trip to the Redskins training facility for 25 students in the Fuel Up to Play 60 group. The students spend the year promoting exercise and good nutrition and are rewarded with a field trip at the end of the year.

Strengths: As it is late in the year, the field trip bus needs to be paid for.

Weaknesses: The proposal did not have very much detail about the program. The grant would only benefit 25 students. The budget was not specific enough.

42) Health Week Items. SHLES. Recommended funding: \$0 (no funding.)

Summary: During Health Week there are theme days, where all students in the school would focus on some aspect of their health.

Strengths: Healthy eating and exercise are important to success in school.

Weaknesses: The focus is on personal health issues, not school-based and class-based activities. The grant would fund erasers, stickers, bookmarks and pencils, to be used as prizes, but the activities were not well described. Also, this proposal was not as well-planned and explained as other proposals.

43) Family Fit Day. SHLES. Recommended funding \$0 (no funding.)

Summary: The proposal would purchase colored powder for a color run. Participants would run around a track wearing a white shirt while people threw powder on them.

Strengths: Color runs can be a fun activity.

Weaknesses: The connection to the school-based activities is weak.

44) Family Engagement. SHLES. \$0 (no funding)

Summary: The proposal would provide parents with resources to support their children (primarily 1st grade) in Math and Reading regardless of language barrier or education level.

Strengths: The resource packets provide fun and engaging activities in both English and Spanish to support Reading and Math for the intended grade level (1st grade), but could also support other struggling grade levels.

Weaknesses: There are only sets of 10 packets for each Math and Reading kit, as this would not be enough to support other students who could benefit from the additional support. This proposal appears to partially duplicate proposal #37, which was recommended for funding.

RECOMMENDATION: This is the 9th year that ACE has solicited grant proposals. The ACE grants to schools program has been highly successful. The final grant reports received from the schools document the positive impact on education in Greenbelt that the program has had. The continued interest of the schools and the creativity of the proposed projects are a testament to the success of the program.

In this report, ACE recommends that the City Council approve funding for 24 proposals, totaling \$11,757.62 with the following distribution per school:

School	Submitted	Recommended	Proposed	Recommended
DKFIS	6	5	\$ 3,000.00	\$ 2,500.00
ERHS	10	2	\$ 4,875.77	\$ 1,000.00
GES	8	5	\$ 3,882.72	\$ 2,382.72
GMS	1	1	\$ 500.00	\$ 500.00
MES	4	3	\$ 1,892.50	\$ 1,444.50
SHLES	15	8	\$ 7,430.40	\$ 3,930.40
Total	44	24	\$ 21,581.39	\$ 11,757.62

This year ACE budgeted \$9500 for ACE grants, but recommends grants totaling \$11,757.62. ACE was impressed with the overall quality of the proposals submitted this year. ACE will move \$2,257.62 from the funds reserved for the ACE clubs to the grants budget. Although this will make the ACE budget tight this year, in previous years ACE has spent less than the budget allocated.

Approved by ACE on 12/12/2017 with a vote of 6-0 with two members absent and one open position on the committee. One of the members who was absent at the meeting when the grants were discussed, nonetheless contributed to the numerical ranking and evaluation.