

Summary of CPCI Grant Requests March 2019

CPCI Funds Available as of March 25, 2019: \$11,751
Total Funds Requested This Funding Period: \$27,637
CPCI Funds Remaining After Below Grants Awarded: \$1,300

School(s)/Amount Requested/Purpose/Date Submitted

(1) Abingdon Elementary School/\$1000/Scholarships for 4th Grade Jamestown Field Trip/March 25, 2019

Abingdon Elementary School is asking for \$1000 for scholarships for the 4th grade Jamestown field trip to allow all of the 4th grade students to attend. The 4th grade field trip to Jamestown Settlement helps reinforce the 4th grade social studies SOL curriculum by allowing the students to learn in action while touring the settlement. The \$1000 requested would cover 20 scholarships of \$50 each. The Abingdon PTA has contributed funds to the scholarships and the 4th grade has held two fundraisers to support the field trip. This request was submitted on March 25, 2019. **Granted full amount requested: \$1000.**

(2) Barcroft Elementary School/\$400/5th Grade College Field Trip/March 25, 2019

Barcroft Elementary School is asking for \$400 to pay for two buses to transport 5th grade students to Howard University for a college tour. The visit will include a scavenger hunt and following directions on a map. The proposal specifically supports the goal to provide greater equality and equity in academic experiences and opportunities across schools by exposing Barcroft students, many of whom do not have any experience or understanding of college, to a college campus. The trip will include 65 students and adult chaperones, including parents as a family engagement activity. Co-funding from the APS Office of Equity and Excellence will cover lunch for students and teachers. This request was submitted on March 25, 2019. **Granted full amount requested: \$400.**

(3) Barrett Elementary School/\$2500/Libros en Espanol for all classrooms/March 22, 2019

Barrett Elementary School is asking for \$2500 for purchasing Spanish language books to be placed in every classroom. The majority of families at Barrett speak Spanish at home and the goal is to provide Spanish language books to support students who are native Spanish speakers, both during and after receiving ESOL services. It would also provide students learning Spanish as a second language to practice their reading skills in Spanish. The Barrett PTA has contributed funds for some books in two classrooms, so this request is hoping to expand the collection to 20 books in each of the 35 classroom libraries. This request was submitted on March 22, 2019. **Granted partial amount requested: \$1250.**

(4) Campbell Elementary School/\$500/Outdoor Classroom Whiteboard/March 22, 2019

Campbell Elementary School is asking for \$500 to fund an Outdoor Classroom whiteboard to facilitate lessons in the school garden and courtyard. The Outdoor Classroom is at the heart of Campbell's Expeditionary Learning model and is used heavily by students and teachers. A wooden, moveable structure with a weatherproof white board mounted to it would provide a more visible source for lesson instructions. Except in severe weather, the white board would remain in the enclosed courtyard. This request was submitted on March 22, 2019. **Granted full amount requested: \$500.**

(5) Drew Elementary School/\$1127/Sensory Tools for Sensory Regulation Classroom/March 24, 2019

Drew Elementary School is asking for \$1127 to purchase sensory tools to assist students with emotional, sensory, and academic needs by allowing students to calm themselves, self-regulate, and build confidence for academic and personal success. Access to the sensory tools will be available for all Drew students. Indicators of success will be increased participation in classroom activities, improved self-regulation skills, and decreases in behavioral referrals. Drew is in the initial stage of developing a sensory regulation station, which all staff will be trained about by the Special Education Team. The proposal includes sensory tools that would be installed in the sensory regulation classroom space and items that could be requested by teachers or reserved for a particular time. Sensory tools are not provided by APS for classroom use. This request was

submitted on March 24, 2019. **Request not granted: \$0.** CPCI grants have been used in the past to fund sensory tools for schools, however, those past grants were for tools that would be stored in individual classrooms and immediately accessible to students on an as-needed basis. Restrictions on facility installations and other more permanent changes to school facilities also limit the CPCI Working Group in what it can approve for grant funding.

(6) Drew Elementary School/\$1000/Reading Gives You Super Powers/March 25, 2019

Drew Elementary School is asking for \$1000 for purchasing books for the library geared towards beginning readers focused on student interest in Super Heroes, Frozen, Cars, Princesses, and others. Part of the funds would be used to purchase super hero capes to be used during a Reading Gives You Super Powers event where students and parents can come together to read. The librarian would include diverse characters (Black Panther and Moana) and some titles would be purchased in Spanish. This request was submitted on March 25, 2019. **Request not granted: \$0.** CPCI grants have been used in the past to fund book purchases for classroom libraries and other literacy initiatives, but not for books to be kept in the school library. The CPCI Working Group determined that this request should be addressed by APS funds.

(7) Hoffman-Boston Elementary School/\$1940/Regulation Station/March 25, 2019

Hoffman-Boston Elementary School is asking for \$1940 to purchase gym mats and wall padding for a Regulation Station. This would be a predesigned, organized, and sensory controlled space that includes a variety of physical activities that help children develop self-regulation abilities by satisfying sensory needs and organizing the nervous system. This project has been partially funded through principal's funds, donations, and a SEPTA grant, but there were insufficient funds for wall padding which is essential for the safety of this type of space that involves sensory experiences and a lot of physical activity. This request was submitted on March 25, 2019. **Request not granted: \$0.** Restrictions on facility installations and other more permanent changes to school facilities limit the CPCI Working Group in what it can approve for grant funding.

(8) Hoffman-Boston Elementary School/\$1826.95/Ukulele Ensemble/March 25, 2019

Hoffman-Boston Elementary School is asking for \$1826.95 to pay for a class set of 30 ukuleles and storage racks to supplement the music opportunities for 4th and 5th graders. A ukulele ensemble would have the opportunity for students to perform, which is required by 4th and 5th grade music SOLs. Students are currently only able to perform as part of the chorus. The ukulele was chosen because Hoffman-Boston is a STEM school and the ukulele is an excellent instrument to create connections between STEM instruction and music instruction. In addition, song and lyric writing and analysis are a unique way to connect literacy and language arts curriculum to the music curriculum. Hoffman Boston is also a strong advocate for arts education amongst all students, strongly encouraging each student to actively participate in the arts, through events such as: performances at multicultural night, community performances and outreach, an all school show, visiting artists, and 2 choral and instrumental concerts per year. Instrument maintenance and upkeep after initial purchase would be supported and funded by school music funds raised. This request was submitted on March 25, 2019. **Granted full amount requested: \$1826.95.**

(9) Hoffman-Boston Elementary School/\$1850/Mongolian Textbooks/March 25, 2019

Hoffman-Boston Elementary School is asking for \$1850 to purchase a number of Mongolian Textbooks to address a large population of Mongolian students at the school. The goal is to strengthen their native Mongolian language and assist in learning new academic concepts in the classrooms. The books would be available to students and parents to better support their children academically and to enrich and grow their interests. Shipping costs are currently unknown. This request was submitted on March 25, 2019. **Request not granted: \$0.** While CPCI grants have been used in the past to fund book purchases for classroom libraries and other literacy initiatives, the CPCI Working Group determined that the cost/benefit breakdown was not a good fit for CPCI grant funds at this time.

(10) Hoffman-Boston Elementary School/\$1323.29/Book Buddy Program/March 25, 2019

Hoffman-Boston Elementary School is asking for \$1323.29 to purchase 523 books and storage boxes for a collaborative Book Buddy program between VPI and second grade. The Book Buddy program is designed to promote literacy skills, enhance and build school community, encourage mentorship and leadership, and foster friendships between different grade levels. The program has been around for two years so far and in the 2019-2020 school year, the school will be welcoming over 100 new students with the new redistricting mandate, and they hope that their Book Buddy program can grow along with them. Learning outcomes observed so far include: shared literacy (both reading and writing) amongst peers, positive interaction between different age groups in an academic context, community building, and leadership and mentoring opportunities for the 2nd graders. The Book Buddy program embraces the STEM focus with many of its themes and underscores the ideals of community building intrinsic to Responsive Classroom and PBIS with other themes and with its basic premise of working together to build literacy. This request was submitted on March 25, 2019. **Granted full amount requested: \$1323.29.**

(11) Kenmore Middle School/\$2500/Outdoor Classroom Tables/March 25, 2019

Kenmore Middle School is asking for \$2500 to purchase sturdy, round tables that can be used for a variety of purposes as part of creating a schoolyard/garden classroom that is accessible and scholastically useful to teachers and students. The outdoor learning space would have tables for collaboration, native plants that help the eco-system and link to cross-curricular objectives. The Arlington Community Foundation has contributed \$750 towards this initiative. This request was submitted on March 25, 2019. **Request not granted: \$0. While CPCI grants have been used in the past to support outdoor learning initiatives, the purchase of furniture is somewhat restricted by APS guidelines. The CPCI Working Group determined that purchasing tables is not a good fit for a grant fund, but that we look forward to other proposals to support the Outdoor Classroom initiative at Kenmore.**

(12) Randolph Elementary School/\$1140/Flexible Seating Options/March 25, 2019

Randolph Elementary School is asking for \$1140 to fund equitable flexible seating options for all of its classrooms (four sets of four flexible seating options each, impacting 14 classrooms which do not currently have flexible seating). Currently, their classrooms have a mix of flexible seating options available for students, some of which staff have purchased, some the Randolph PTA funded, and some the school has funded. The goal is to have equitable resources in all of their classrooms. Flexible seating is proven to improve student engagement and positive learning outcomes. One of the school goals is to improve student learning in content areas by using the workshop model in reading, writing, math, social studies, and science. The workshop model allows for flexibility in student seating and location within the classroom, as students are assigned tasks by their teachers to complete independently, with variable assistance from the teacher, while the teacher works with small groups at a time. Having the possibility of letting students choose an area in the classroom where there is comfortable seating that allows for their bodies to be comfortable while reading, writing, and/or doing math is a win-win situation: students learn best when working with a purpose in a comfortable environment. This request was submitted on March 25, 2019. **Granted full amount requested: \$1140.**

(13) Thomas Jefferson Middle School/\$2350/Author Visit/March 22, 2019

Thomas Jefferson Middle School is asking for \$2350 to fund the speaker fee for an author visit by Pablo Cartaya. He is the author of the middle grade novels The Epic Fail of Arturo Zamora and Marcus Vega Doesn't Speak Spanish. His visit will excite students about reading, encourage them to develop their own writing skills, and celebrate diversity and multilingualism. The author will spend a full day at Jefferson with their students. He will present at three grade level assemblies (6,7,8), have lunch with a small group of students, and have a small group discussion in Spanish with students from the HILT program. Students will learn about the writing process and how the author uses his experiences to inspire his writing. While there is no co-funding secured for this event, the visit was timed to occur in conjunction with other speaking events that Mr. Cartaya had already booked in the area, so they will not need to pay any travel costs. This request was submitted on March 22, 2019. **Granted full amount requested: \$2350.**

(14) Wakefield High School/\$660/Trauma-Sensitive Classroom Guides/March 25, 2019

Wakefield High School is asking for \$660 to purchase 75 guides for creating a trauma-sensitive classroom. Wakefield staff members have been using 10 guides purchased previously which have proven to be invaluable as a resource in developing their staff's understanding of trauma-informed practices. The state-wide PTA emphasis on trauma as well as emerging national attention (societal violence, awareness of abuse, bullying, plus mental health in all forms) combine to highlight a notable vacuum of such understanding by our professional educators. The need to support these staff members is crucial as they may often be the first--or the only--professionals to witness complex, varied signs of trauma emerge through the educational environment [perhaps even exclusively there] and, therefore, be best suited to identify the need for appropriate, timely support as a community. Arlington County is making notable progress in such matters, but other neighboring counties/school systems are quite farther along in their trauma-awareness/certification. This supporting act represents a small but vital step in that direction. This request was submitted on March 25, 2019. **Granted full amount requested: \$660.**

(15) Washington-Lee High School/\$2500/Community Event for Achievement Recognition/March 21, 2019

Washington-Lee High School is asking for \$2500 to pay for food/beverages and tokens of recognition for students who have shown success at a Community Building and Achievement Recognition event for HILT students and families. The goal of this activity is to foster a sense of community between HILT students and families (in particular, newcomers), general education W-L student mentors (STARS), and the W-L family by holding an outdoor field day/recognition ceremony/picnic. This event will include up to 300 students, family members, and W-L staff. Effectiveness will be shown in continued engagement in school by students and their families, increased participation in W-L events during and after school, and more open relationships between HILT students, STARS students, and W-L staff. They also hope to highlight the W-L characteristics of success and recognize the exemplary efforts made by particular HILT students. This request was submitted on March 21, 2019. **Request not granted: \$0. While the CPCI Working Group is supportive of student recognition and efforts that build community, we determined that it was not appropriate for a CPCI grant to be used primarily for food purchases.**

(16) Washington-Lee High School/\$5019.34/Broadcast Studio Update/March 25, 2019

Washington-Lee High School is asking for \$5019.34 to purchase broadcast studio equipment to upgrade the current studio technology from analog to digital. This will greatly expand the curricular breadth and depth of the program and align the studio technology with the technology goals from the Office of Information Services. Schools are responsible for finding funds for this upgrade individually. This involves replacing nearly all relevant equipment, including cameras, switchboards, and the cords and cables to connect them. Student journalism programs are one of the best ways to support the development of student voices because students are encouraged to be content producers and creators. It would also help to resolve issues they are currently having with the analog setup in the studio that prevent all classrooms from viewing the announcements, creating more equity and access across the school. This request was submitted on March 25, 2019. **Request not granted: \$0. The CPCI Working Group appreciates the importance of encouraging student voices. However, given that the technology upgrade is recommended by APS and is a technology purchase (which PTAs are encouraged not to make), we determined that this is not an appropriate request to fund with a CPCI grant.**