



FY 2026 Small Grants

Scaling Success Grants: Prospective Coaches & Projects

This year, the MCPSEF is providing a special opportunity with the goal of accelerating progress towards our mission, by scaling successful projects. Scaling Success Grants provides additional funds to replicate a successful project from one school or office to another.

Engaging coaches helps new project leads access resources from successful projects, including the expertise of a previous project lead, budgets, outreach materials, project plans, community engagement strategies, training materials, logistical guidance, curriculum, and procurement tips.

Interested in Replicating a Successful Project?

You may select from this list or propose a coach partnership and project. If you would like help finding a project to meet a need in your school community, contact us! We will help identify a project and coach. By doing this, you can increase your maximum grant amount from \$2,000 to \$2,500.

Interested in Being a Coach?

If you are interested in coaching a project lead who will replicate your successful project in a different school or office, **send your name and a** three- to five-sentence description of the project, its target participants, and its impact. This opportunity carries a \$500 stipend!

Guidelines

Review the [MCPSEF Small Grants Guidelines](#) for additional guidelines, including information on how to apply. **All Scaling Success Grant project leads and coaches must meet with MCPSEF prior to applying.**

Questions?

240-740-3216 | Ed_Foundation@MCPSMD.org | www.MCPSFoundation.org/Grants
[Book time for a one-on-one conversation.](#)

Sensory Path for Learning Engagement & Socio-Emotional Support

Rena Reese – Teacher, English Language Development & Reading Initiative at Bethesda Elementary School

Original site: Beverly Farms Elementary School

This sensory path was an engaging, educational, and compassionate way to invite children who struggled with extra energy and appropriate classroom behaviors to channel their energy purposefully – and get back to learning. It had a positive impact socially and academically. In addition, teachers used the paths when walking their classrooms, or to facilitate indoor recess days.

Indoor Movement Courses

Sheryl Winans – Occupational Therapist with Physical Disabilities; Brown Station, Diamond, Great Seneca Creek Elementary Schools

Original site: Brown Station Elementary Schools

Indoor movement courses provided low cost, safe, and structured spaces that guided movement and provided brief mental breaks, which made them excellent tools that facilitated academic success. They were particularly helpful for students who struggle with focus and engagement in class because they needed more opportunities to move than were available during the normal course of their school day.

Flexible Learning Stations in Classrooms

Sheryl Winans – Occupational Therapist with Physical Disabilities; Brown Station, Diamond, Great Seneca Creek Elementary Schools

Original site: Brown Station Elementary School

Students with learning styles that require movement and physical change struggled to engage and complete school work at traditional desk/table chair stations. Flexible learning spaces improved student control and investment in their own learning. When paired with teachers and staff who facilitated use of flexible learning spaces, these spaces were powerful learning tools that enabled children to do their best work.

Cultivating Genius & Joy through Culturally Responsive Planning

Katie Hamill, Teacher, Staff Development at James Huber Blake High School

Original site: Benjamin Banneker Middle School

In response to the MCPS Anti-racist Audit data, this project created planning and feedback structures to ensure teachers built relationships and engaged Black students in lessons where they saw themselves positively reflected. Staff built capacity with the reading and macro learning on texts by Gholdy Muhammad. Then, staff targeted the literacy department PLCs to apply the framework in literacy-focused departments.

Excelling in Science Benjamin Banneker IXL MISA Project

Katie Hamill, Teacher, Staff Development at James Huber Blake High School

Original site: Benjamin Banneker Middle School

This project added IXL Science access for 8th graders to facilitate skill attainment and increase performance on high-stakes assessments.

Accessible and Inclusive Recess for All

Bonnie Hines, Teacher, Media Specialist at Mill Creek Towne Elementary School

Original site: Mill Creek Towne Elementary School

This project purchased a wheelchair-accessible picnic bench and adapted physical education and recess equipment to increase accessibility and fun for all of the students, with the focus on students with physical disabilities.

Romeo & Juliet Field Trip to Chesapeake Shakespeare Company

Gina Miller, Teacher at Clarksburg High School

Original site: Clarksburg High School

This field trip, which included attending a performance and conversations with performers, made Shakespeare's language accessible to increase comprehension for key learning texts and removed barriers to access to live productions.

Dolphin Dates – Parent's Night Out

Shanique Moore, Family Engagement Specialist at School Support & Wellbeing

Original site: Waters Landing Elementary School

Caregiver participants in this project engaged monthly in a variety of group, peer-to-peer, parent-to-child, and individual activities that promoted strong family relationships, increased parent knowledge of MCPS curriculum and child development, and created positive relationships between parent peers and WLES parents and staff.

Self-Sustaining Salad Business for Students in Alternate Learning Outcome Programs

Elizabeth Nardin

Teacher, Special Education Transition & Special Education Teacher at Rock Terrace Middle School

Muncha Leah Rodriguez

Teacher, Special Education at Odessa Shannon Middle School

Original site: Gaithersburg High School

This project created a self-sustaining salad business where students in alternative learning programs created salads for staff lunches. It was a project-based learning model, where students engaged in hands-on literacy and math lessons applied to practical life skills while also building communication and social skills through working with peers and interacting with customers.

Strategies to Support Emergent Multilingual Learners

Jennifer Rushin, Physical Education Instructional Specialist (PreK-12) at Instructional Programs

Original site: Instructional Programs, Physical Education

This project created language acquisition resources for physical educational teachers to incorporate into their instruction.

Rolling Terrace Recess Overhaul

Charles Silberman, Teacher, Physical Education at Rolling Terrace Elementary School

Original site: Rolling Terrace Elementary School

This project made more equipment and playground sets available during recess, turning it into a more enriching experience where students learn to work together, share, and are engaged in more activities to create a welcoming and inclusive environment.

Language Acquisition and Academic Integration in Specials

Charles Silberman, Teacher, Physical Education at Rolling Terrace Elementary School

Original site: Rolling Terrace Elementary School

This project equipped and empowered educators to support language acquisition of emergent multilingual learners. Staff accomplished this by bringing together cross-disciplinary approaches to teaching language while integrating new equipment and curricular materials as an avenue to exact impact.

Gymnastics Equipment Replacement Equipment

Charles Silberman, Teacher, Physical Education at Rolling Terrace Elementary School

Original site: Rolling Terrace Elementary School

This grant replaced outdated and unsafe gymnastics equipment, and training teachers and students on the equipment.