

Glassboro Education Foundation, Inc.

Send the completed application to the attention of:

Mr. Craig Stephenson
Beach Administration Building
Joseph L. Bowe Blvd
Glassboro, NJ 08028

A. General Information

Applicant(s): Alicia Smith, Renee Vanartsdalen, Brad Unick

School: J Harvey Rodgers

Principal: Melanie Sweeney

Grade Level or Subject: Preschool/Language and Literacy

Phone: (school) (856) 652-2700

E-mail(s): asmith@gpsd.us; rvanartsdalen@gpsd.us; bunick@gpsd.us

B. Statement of Assurances:

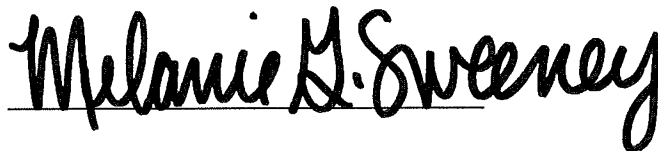
The applicant hereby assures the Glassboro Education Foundation that:

1. The applicant(s) meet(s) the eligibility criteria.
2. The activities and services for which the grant is sought will be implemented as written.
3. Any monies not expended within the school year shall revert back to the Glassboro Education Foundation, unless permission to carry it into the next school year is granted.
4. All publicity releases regarding a funded project will acknowledge the Glassboro Education Foundation and/or a particular mini-grant sponsor as the funding agency.
5. The grant recipient(s) will submit a final report summarizing the project's evaluation results.
6. The Board of Education authorizes the filing of this application.

We do hereby certify that all of the facts, figures and representations made in this application are true and correct to the best of our knowledge and that the assurances as stated above are understood and will be followed in their entirety.



Signature of Applicant



Signature of Principal

Please note: from this page on, please do not include your name or your school in any of your descriptions as all applications are coded to prevent bias.

C. Project Title and Description

Title of Project: Adaptive Books to support Inclusive Preschool Literacy

Subject Area(s): Early Literacy, Social-Emotional Development, Inclusive Education

Approximate Number of Students Participating: 180 preschool students

Project Starting Date: January 2026 Project Completion Date: June 2026

Need: Describe the problem or deficiencies that exist which require the improvements described.

The population of preschool students is diverse in their development, physical, and sensory needs. Many children benefit from materials that are durable, engaging, and accessible. Traditional paper books are not always usable for children with fine motor challenges, sensory sensitivities, or limited attention spans. Without adaptive books, some students are at risk of disengaging from shared reading, missing opportunities to build vocabulary, comprehension, and a love of literacy. Adapted board books specifically offer predictable patterns, visual supports, and customizable interactivity that can teach core concepts, build life skills, and foster a positive, controlled reading experience.

Strategy: Briefly describe your plan to alleviate the need/problem.

An adapted book is any book that has been modified in some way that makes it more accessible. Adding moveable pieces, simplified text, and visually based comprehension activities to your existing favorite books can help increase student engagement.

This project will provide a collection of materials and board books for each preschool classroom to create adaptive board books to add to their classroom library. Teachers will intentionally integrate these books into large-group read-aloud, small group activities, and independent choice time. Creating adaptive board books will be beneficial for our inclusive preschool program because they enhance engagement, comprehension, and independence by providing interactive features, simplified language, and visuals that reduce cognitive load and make reading a hands-on, multi-sensory experience. These modified books cater to diverse learning needs and can improve vocabulary, build confidence, and develop crucial literacy and language skills.

**Glassboro Education Foundation
Grant Application**

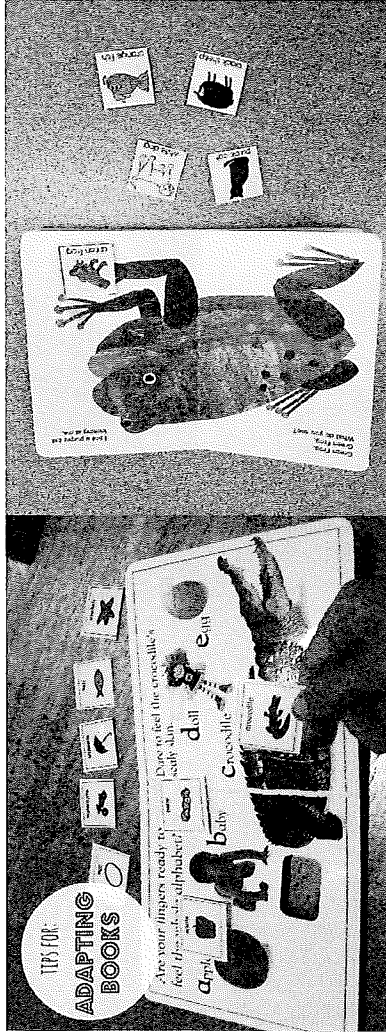
D. Objectives, Activities and Evaluation Techniques (This page may be duplicated if necessary)

Objectives	Program Activities to Accomplish Objectives	Completion Date	Evaluation Techniques
<ul style="list-style-type: none"> • Increase student access to high-quality adaptive books to support emergent literacy. • Strengthen student engagement, vocabulary, and comprehension through durable adaptive books. • Support inclusive practices by ensuring materials are 	<p>Purchase and distribute board books and materials to all preschool classrooms. Coach colleagues on how to create adaptive books for their diverse learners.</p> <p>Incorporate into daily read-alouds, small groups, and center activities.</p> <p>Teachers select 2-3 adaptive books per week for targeted literacy instruction; students engage with books during large group read-aloud and independent choice time.</p> <p>Teachers provide adaptive books during individualized instruction,</p>	<p>February 2026</p> <p>February-June 2026</p> <p>February-June 2026</p>	<p>Teacher logs and lesson plans showing use of adaptive book; photographs of classroom integration.</p> <p>Teaching Strategies GOLD documentation on objectives 17-19; anecdotal records of increased engagement.</p> <p>IEP progress notes, Teaching</p>

accessible to children with diverse needs.	particularly for children with IEPs, fine motor needs, or sensory challenges.		Strategies GOLD documentation in fine motor, and literacy areas, teacher reflection logs.
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E. Itemized Budget

Materials/Equipment		Services		Evaluation Techniques	
<u>Item(s)</u>	<u>Cost</u>	<u>Item(s)</u>	<u>Cost</u>	<u>Item(s)</u>	<u>Cost</u>
Board books/sensory books (durable, themed for preschoolers)	\$900			NA	
Book storage & Classroom Bins (for rotation and preservation)	\$200				
Materials to create adaptive books (packing tape, Velcro dots, lamination film)	\$100				
Access to Autism Little Learners Adaptive book library https://autismlittlelearners.thrivecart.com/adapted-book-library/	\$77				
<u>Sub-total:</u>	1,300	<u>Sub-total:</u>		<u>Sub-total:</u>	
				<u>Grand Total</u>	\$1,300



What are adapted books?

Adapted books are so valuable! For our littlest learners, or students who have difficulty maintaining attention when the teacher is reading, adapted books can help. By giving busy little hands something to hold on to (the picture), and a predictable and visual way to interact (matching the picture to the book), you have a recipe for increased engagement! This can be done using any books, but at the early childhood level, using a board book can provide more durable pages that will hold up better. Another form of adapted books are interactive visual books, that also provide a picture to match to each page of the book. These can be made as simple or complex as needed for students.

