

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): _Mrs. Kimberly DiMeo_____

School:_Thomas E. Bowe Middle School_____

Principal:_____Mrs. Lauren Kerr_____

Grade Level or Subject:Self-Contained Multiple Disabilities classroom grades 6-8

Phone: (school)_(856) 652-2700 ____

(Home):_(856) 904-4310_____

E-mail(s): __kdimeo@gpsd.us_____

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JAN 14 2026

Initial: _____


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.

Kimberly DiMeo

Signature of Applicant

Lauren Kerr

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: __

Bagel, Snack, and Coffee Cart Vocational Program

Subject Area(s): _Mathematics, reading, functional life and social skills, vocational skills_____

Approximate Number of Students Participating: __about 20__

Project Starting Date: __February 2026__

Project Completion Date: Contingent upon funds raised and how long supplies will last

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

Students with multiple disabilities require consistent, authentic, and age-appropriate vocational experiences to develop functional life and employment skills. At present, vocational opportunities within the middle school setting are limited, and the existing coffee cart program is constrained by supply costs and lack of essential equipment. Expanding the program into a monthly scheduled Bagel, Snack, and Coffee Cart will directly address this need by providing students with repeated practice in real-world job experiences. This program will increase student independence and confidence through predictable work routines, provide structured practice in money skills, communication, and task completion, strengthen connections between students and school staff, support IEP goals related to transition, functional academics, daily living skills, and workplace readiness. This project fills a significant gap by offering meaningful vocational training within the school environment while meeting the developmental needs of students with multiple disabilities.

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

The Bagel, Snack, and Coffee Cart Program will operate one morning per month from February through June 2026. Students will rotate through structured job roles to ensure exposure to a variety of vocational tasks, i.e. Inventory & Restocking-counting supplies, preparing order lists, organizing cart materials; Food Preparation-toasting bagels, portioning snacks, preparing hot beverages with safety supports; Customer Interaction-greeting staff, taking orders, and using scripts as needed; Money Management-handling cash, sorting coins and bills, checking off prepaid staff accounts; Delivery & Clean-Up-delivering items, checking order accuracy, sanitizing and organizing the cart. Instruction will be embedded within authentic routines using visual schedules, task cards, modeling, role-play/scripts, and hands-on practice. Consistent routines allow students to build independence while staff systematically fade prompts over time. Data will be collected monthly to monitor progress toward all objectives.

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

| Objectives | Program Activities to Accomplish Objectives | Completion Date | Evaluation Techniques |
|---|---|--|--|
| <p>Vocational Skills</p> <ul style="list-style-type: none"> Students will complete assigned job tasks (prepping, stocking, delivering items, and cleaning) with at least 80% accuracy, as measured by monthly task analysis checklists. <p>Communication & Social Skills</p> <ul style="list-style-type: none"> Students will engage in appropriate customer interactions (greeting, taking orders, responding to questions) using verbal language and scripts in 3 out of 5 opportunities | <p>Vocational Skills</p> <ul style="list-style-type: none"> Hands-on work experiences through assigned job tasks, including prepping, stocking, delivering items, and cleaning <p>Communication & Social Skills</p> <ul style="list-style-type: none"> Verbal language and provided scripts | <ul style="list-style-type: none"> Monthly beginning February to June 2026 | <ul style="list-style-type: none"> Task Completion Accuracy Evaluation Technique: Use monthly task analysis checklists where each step of a job task is marked as "completed correctly" or "needs support." Calculate the percentage of correctly completed tasks to measure accuracy. Customer Interaction Skills Evaluation Technique: Conduct direct observation with a behavior rating scale during each cart session. Record each opportunity a student interacts with a customer, noting whether they follow the script and use appropriate verbal |

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|---|--|--|---|
| <p>during each cart session.</p> <p>Functional Math Skills</p> <ul style="list-style-type: none"> • Students will correctly calculate costs, sort bills and coins, or manage prepaid accounts with 70% accuracy, as measured through monthly functional math data sheets. <p>Workplace Readiness</p> <ul style="list-style-type: none"> • Students will follow a multi-step work routine using visual schedules, with fading adult prompts at least 70% of the time across the implementation period. | <p>Functional Math Skills</p> <ul style="list-style-type: none"> • Handling money during cart operations, including correctly calculating costs, sorting bills and coins, and managing prepaid accounts <p>Workplace Readiness</p> <ul style="list-style-type: none"> • Using visual schedules and receiving adult prompts as needed. Prompts will gradually fade over time. | | <p>language. Track the number of successful interactions out of total opportunities.</p> <ul style="list-style-type: none"> • Functional Math Skills Evaluation Technique: Maintain monthly functional math data sheets documenting each student's ability to perform money-related tasks. Score each task for accuracy and track progress toward the 70% target. • Following Multi-Step Work Routines Evaluation Technique: Implement video or in-person task tracking with prompt fading logs. Record the number of steps completed independently versus with adult prompts across sessions. Calculate the percentage of independent completion to monitor mastery over time. |
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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> |
| Bagels & consumable foods (February–June) | | | | Teacher created and directed | |
| | \$100 | | | | |
| Snack items (chips, granola bars, pastries, fruit, marshmallows) | | | | | |
| | \$100 | | | | |
| Coffee & beverages (coffee, cocoa, tea, half and half, cups, lids) | | | | | |
| | \$150 | | | | |
| Small countertop toaster & food prep tools | | | | | |
| | \$50 | | | | |
| Restockable supplies (napkins, gloves, condiments) | | | | | |
| | \$50 | | | | |
| | | <u>Sub-total: \$600</u> | | <u>Sub-total: \$600</u> | |
| Mobile cart organization materials (bins, labels, trays) | | | | | |
| | \$50 | | | | |
| Visual supports, task cards, communication materials | | | | | |
| | | | | <u>Grand</u> | |
| | | | | <u>Total</u> | \$600 |

\$50

Replacement/safety items (mitts,
sanitizing supplies)

\$50

Total Requested:

\$600.00