

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): Arthur Myers and Hester Hasheian

School: Thomas E. Bowe Middle School and Glassboro High School

Principal: Laren Kerr (Bowe) and Dr. Stowman-Burke (GHS)

Grade Level or Subject: Grades 6-12

Phone: (school) 856-652-2700 ext 8213 (Home): 856-305-5099

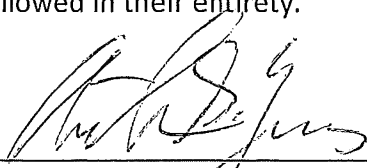
E-mail(s): amyers@gpsd.us and hhasheian@gpsd.us

B. Statement of Assurances:

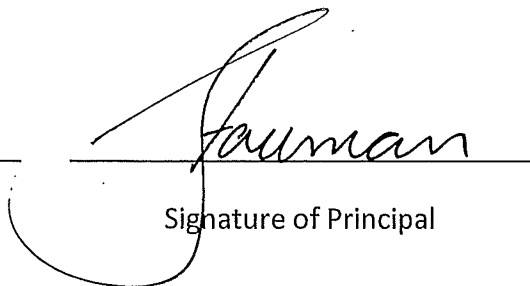
The applicant hereby assures the Glassboro Education Foundation that:

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: The Magic of Mariachi

Subject Area(s): Music, Cultural Studies, Spanish Language

Approximate Number of Students Participating: Approximately 415 students will be benefitting this project. There will be various levels of participation. Some students will be performers, while others will be learning about mariachi and become future performers and/or consumers. Many students and community members will be exposed to the performances as well.

Project Starting Date: March 2025 Project Completion Date: On Going

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

Our GPSD music teachers provide a variety of musical opportunities to perform in choirs, concert bands, jazz ensembles, orchestra and other smaller groups. They work to perform music from a variety of styles, historical periods and cultures. To meet the needs and interests of various ethnic populations may require instruments and sheet music that are not typically available in school music programs. The Magic of Mariachi Project is intended to provide special musical, cultural, academic and social experiences to our students, the schools and communities through the development of a Mariachi Ensemble. A modern traditional mariachi group consists of the following instruments: violin, trumpet, guitar, vihuela and guitarrón. The first three instruments are common to our traditional school band and orchestra ensembles. Vihuelas and guitarróns, however, are not owned by our schools. These instruments are needed to accurately create the unique sound that is mariachi. Though the participation will be open to interested instrumental and vocal students, there will be a focus to address the musical and cultural interests of our growing population of students of Hispanic heritage. The 2022-2023 NJ School Performance Reports for GPSD shows a steady increase in the percentage of Hispanic students over the three years shown. I believe that this trend has continued even over the years following that report. Providing musical experiences which are relevant to the diverse student population in our schools is important to them and the community. Student interest in participation is evident through discussions with current students and past non-traditional mariachi group performances in the past. This new experience can expand the performance opportunities of our band, orchestra and choir students.

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

The plan to provide varied musical and cultural experiences to the students and school community involves the acquisition of specific traditional mariachi instruments not owned by the school district and the expanding of the mariachi sheet music available at our schools. The district, as well as individual students, already own guitars, violins and trumpets. Vocalists will also be an important part of mariachi performers. Traditionally, the songs are be sung in Spanish. With the instruments and

music in place, instruction, rehearsals and individual practicing can commence. The mariachi group/s can then begin performing at school concerts/events and other venues, such as the Glassboro Senior Center, area assisted living residences and other locations in the community.

Mayra Alejandra Garcia, the director of an award-winning school mariachi group, writes, "An aspect that is influential in multiculturalism is encompassing a learning experience that creates links to cultural traditions. Learning the music of the Mexican culture through mariachi becomes of importance when students are allowed to discover themselves as representatives of the culture."

Mariachi practitioner and director from California, Juan Morales, writes, "Mariachi is an ensemble musical form and provides the same benefits as playing in a classical orchestra: the skills of listening, cooperating, and harmonizing, which ultimately contribute to harmony of the human spirit. Like classical music, mariachi lends itself to peer teaching and can be performed in a variety of venues and performance settings."



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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
<ol style="list-style-type: none"> Purchase traditional mariachi instruments (vihuela and guitarrón) Purchase special sheet music arrangements of mariachi music Set up student mariachi ensemble/s and rehearse Ready students for performance and demonstrations Perform at school and community events Build connections between students, families and community. Shared musical traditions. Reinforce and expand instrumental and vocal music proficiencies of participants. 	<ol style="list-style-type: none"> Successful acceptance of GEF grant application Successful acceptance of GEF grant application Introduce mariachi ensemble opportunity and new instruments to current students (instrumental and vocal) Rehearse students. Set up performance opportunities: Senior Center, Summit Place, School Concerts, etc. Schedule performances at school concerts, school assembly, BOE meeting, community centers. Have students share their personal, as well as family, experiences with mariachi and the Mexican culture. Teach performance techniques utilized in mariachi performance. 	<ol style="list-style-type: none"> January 2025 January 2025 February 2025 February through May March through June and on going March through June and on going March through June and on going 	<ol style="list-style-type: none"> Purchase through Coles Music Service Purchase through Coles Music Service Record names and roles of student participants. Request students to share what information they have obtained related to the mariachi ensemble Evaluate student performance of music through observations in rehearsal. Evaluate learning and performance abilities through lives performances. Share music with schools and community. Document connections which are shared by the students and/or their family members. Reflect on student performance of music.

