

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_____

*CAH 9/9/25
approved*

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: _____ **Bulldogs Beverage/Bagel/Snack cart** _____

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

Approximate Number of Students Participating: ____about 20____

Project Starting Date: __October 2025_____

Project Completion Date: Contingent upon funds raised and how long supplies will last-June 2026

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

The multiple disabilities self-contained classroom prepares students to progress in their achievement and skills according to their individual needs in the areas of language pragmatics and communication, social interaction, academic coursework, functional life skills, and vocational skills. Our inclusion initiatives have been beneficial as we have successfully implemented a Unified sports program and Choose to Include Week. The problem is that we need more opportunities for students in special education to practice the valuable skills they are learning in the classroom and consistently make real-world connections. We also need funding to continue the Unified program, Choose to Include Week, and an end-of-year celebration. The beverage/bagel/snack cart business would solve both problems and be open to students from general education classrooms as well to continue our inclusive inclusion initiative. The business will focus on a range of competencies including money handling, goal-setting, marketing, and more to prepare students of all abilities for success.

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

I have done extensive research on starting a coffee business based on the experience of another successful coffee cart from my previous district. I would begin by meeting with our school principal and our Director of Special Services, Catherine Torbik, to discuss guidelines of what is and is not permitted and to schedule beverage/bagel/snack cart days throughout the school year. I would utilize some of my instructional class time during ELA, Math, Study Skills, and Self-Management to teach lessons involving special education and general education students regarding business management and marketing skills to prepare them for running the business themselves. Students will work together to follow recipes, sort and organize supplies, fulfill orders, and more as they learn how to apply the skills they are learning in Mathematics, Reading, Study Skills, and Self-Management towards real-world practices. We would also create a logo to put onto aprons for participating students to wear on beverage/bagel/snack cart sale days. The

money we earn from the beverage/bagel/snack cart business will go into our Unified Sports program and our Choose to Include Week. Funding from the beverage/bagel/snack cart business and any extra funds we have from this grant would create more inclusive opportunities. The student beverage/bagel/snack cart business will be fun and incredibly beneficial to students of all abilities at my school.

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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
<ul style="list-style-type: none"> Students will set one business goal for each beverage/bagel/snack cart sale day and keep a record of sales to determine whether the goal has been achieved for each day (20 total). Students will acquire and apply life skills involving money management, reading and interpreting data, and comprehending nonfiction text features. Students of all abilities will be valued in the classroom for their diverse abilities, experiences, and perspectives. 	<ul style="list-style-type: none"> Lessons on business management and smart goals during class time Time for students in general education classes to collaborate with students in special education classes and setting goals and practicing life skills Center group names and activities Time to sort and organize supplies, read order forms, complete timesheets, create advertisements, count and organize money 	<ul style="list-style-type: none"> Each beverage/bagel/snack cart sale day (dates to be determined , but ideally one sale day per month totaling 10 days) June 2026 	<ul style="list-style-type: none"> Keeping a record of sales and graphing our progress throughout the year Entry level assessment, end of year assessment

<ul style="list-style-type: none"> Students with multiple disabilities will increase their social interaction and communication skills by participating in a monthly beverage/bagel/snack cart, where they will engage with staff and peers in structured, meaningful exchanges. 	<ul style="list-style-type: none"> Neurotypical students will collaborate with students with disabilities Practicing scripts and role-plays before cart days Using visual supports to aid communication Working in pairs or small groups to promote peer interaction Rotating roles (cashier, greeter, runner, etc.) to practice a variety of skills Reflecting after the cart with staff to reinforce successes and set goals 	<ul style="list-style-type: none"> June 2026 June 2026 	<ul style="list-style-type: none"> Student attendance record (ratio of one neurotypical student for every two students with disabilities) Over the course of the school year, students will demonstrate improvement in targeted social skills—such as greeting others, maintaining eye contact, initiating or responding to conversation, and using appropriate social phrases (e.g., "How may I help you?" or "Thank you")—in 7 out of 10 opportunities during snack cart interactions, as measured by teacher observation and data collection.
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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>
Toaster	\$55			Included in coffee	Free
Bagels	\$75			cart setup guide	
Cream Cheese	\$25			or teacher-created	
Butter	\$25				
Jelly/Jam	\$25				
Pitchers	\$45				
Iced tea mix	\$20				
Lemonade mix	\$30				
Miscellaneous snacks	\$100				
Sub-total:	\$400.00				
		<u>Sub-total: \$0</u>		<u>Sub-total: \$0</u>	
				<u>Grand</u>	
				<u>Total</u>	\$400.00