

Glassboro Education Foundation, Inc.

Send the completed application to the attention of:

Danielle Sochor
Beach Administration Building
Joseph L. Bowe Blvd
Glassboro, NJ 08028

A. General Information

Applicant(s): Simone Marques, Lynn McConnell

School: Dorothy Bullock School

Principal: Rich Taibi

Grade Level or Subject: ELL Students Grades 1-3

Phone: (school): 856-652-2700 (Home): 609-713-0319

E-mail(s): smarques@gpsd.us, lmcconnell@gpsd.us, ctartaglione@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: Dual Bilingual Texts to Improve Family Involvement

Subject Area(s): English/Language Arts

Approximate Number of Students Participating: 50

Project Starting Date: Upon award of grant (February 2019) Project Completion Date: June 2019

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

As Glassboro's ELL community continues to grow and we develop relationships with our multicultural families, it has become evident that the educational community must support our families with more diverse literature for student use in the home. In fact, at a recent family workshop a parent suggested that book titles sent home are written in both English and Spanish. A Hispanic parent's ability to support their child's developing reading is hindered when they are unable to read English text.

According to author and educational consultant Daphne Muse, multicultural literature includes a diverse range of perspectives about groups that have been marginalized, race, gender, ethnicity and language. These require our considerations when exploring literature when sharing with families.

Researchers Goldenberg and Gallimore found that Latino immigrant parents often regard formal education as a way to improve social and economic mobility. The Latino parents support efforts of their children literacy learning when it's made explicit to them.

We are called to be culturally conscious. We can do this by increasing multicultural literature throughout the curriculum, diversifying titles within the classroom and supplying families with literature in both English and Spanish. Multicultural literature then becomes a catalyst for optimal diversity

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

We would like to support our ELL families by supplying them with dual text, titles in both English and Spanish, which can be used for nightly reading at home. These books would be lent and returned weekly. Providing these materials will allow greater family participation, discussion and comprehension as parents are able to read in Spanish while their child read the same title in English. Here is an example of one such text:



Big Cats, Little Cats

By Ford

Teacher's Guide



Gatos grandes, gatos pequeños

By Ford

Teacher's Guide

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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>1. To provide dual text readers for Latino families in grade 1-3.</p> <p>2. To increase parental support of student nightly reading.</p> <p>3. To train and support parents in leading book clubs in the home.</p>	<p>Purchase book sets for families.</p> <p>Teachers will provide a weekly reading log that parents should sign each night. (See attached)</p> <p>Host a training session in the evening to model use of dual language texts.</p>	<p>June 2019</p> <p>June 2019</p> <p>June 2019</p>	<p>ELL guided reading libraries for the ELL teacher and basic skills instructors.</p> <p>Evaluation will look at weekly reading logs to measure an increase in family reading participation.</p> <p>Administer a survey with parental feedback regarding their experiences using dual texts at home.</p>

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 E. Itemized Budget

Materials/Equipment	Services	Evaluation Techniques
<u>Item(s)</u>	<u>Item(s)</u>	<u>Item(s)</u>
<u>Cost</u>	<u>Cost</u>	<u>Cost</u>
<p>Two Sets of Dual Language Levels A-C Collection (100 Books): \$594.00 X 2= \$1188.00</p> <p>One Set of Dual Language Levels D-I Collection \$602.90</p> <p>Sub-total: \$1,790.90 Shipping \$112.45 Tax \$0.00 TOTAL \$1,903.35</p>		
	<p>Sub-total:</p>	<p>Sub-total:</p>
		<p><u>Grand Total \$1,903.35</u></p>

