

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

CS
1-14-25

A. General Information

Applicant(s): Alaeida DeColli

School: Glassboro High School

Principal: Dr. Stowman-Burke

Grade Level or Subject: 18-21 Transition Program

Phone: (school) 856-652-2700 Cell: 856-371-7288

E-mail(s): adecolli@gpsd.us

B. Statement of Assurances:

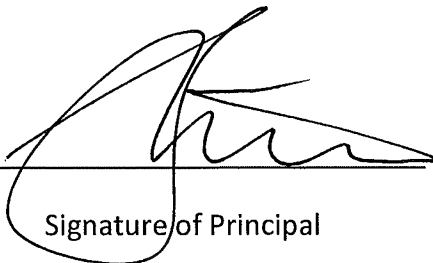
The applicant hereby assures the Glassboro Education Foundation that:

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: Bulldog's Transition Kitchen

Subject Area(s): Independent Living, Mathematics, Language Arts

Approximate Number of Students Participating: 8 students

Project Starting Date: February 1, 2025 Project Completion Date: No end date. Students will continue to use the refrigerator as part of the program.

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

Our program focuses on building and improving students' communication/social skills, independent living, vocational and functional life skills. In order to meet students' needs and expose them to different experiences, we take weekly community-based instruction trips. One of our bi-weekly trips is to the grocery store. Students purchase groceries for the classroom, events, and/or for students to make their own school lunches. Throughout the year, our program hosts many different events to provide students hands on experiences and opportunities to interact with their peers, adults and/or customers. Some of the events we host are with other local programs similar to ours, and/or with the programs within our district. A few of the events we host are: The sensory friendly plays and musicals, holiday gatherings, Unified Club events, and partnering with the Bullock MD program. To prepare for these events, my students plan, shop and prepare food and beverages. To properly function, it would best to have our own refrigerator. We currently store our items in another refrigerator in the building however this is not ideal. With the frequent use and the amount of items we purchase, it is an inconvenience to room we use.

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

- D. To alleviate the lack of a refrigerator in our classroom, my students and I would research a refrigerator to purchase. Once we have decided on one, we would seek approval from Mr. Olivo. By purchasing a refrigerator with the funds provided by the Glassboro Education Foundation, we will be able to continue and increase providing students opportunities to plan, purchase, create, and manage activities related to their life skills course. Having a refrigerator in our own classroom would be convenient for our program and it would also alleviate the disruption to the other classroom that currently houses our refrigerated items. Working with food is a major component for our program and will continue to be for years to come. Having a refrigerator would be a tremendous asset for our program.

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

Objectives	Program Activities to Accomplish Objectives	Completion Date	Evaluation Techniques
<p>Students will brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.</p> <p>Students will differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).</p> <p>Students will compare prices for the same goods or services.</p> <p>Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Students will actively engage in activities and interactions with teachers and peers.</p> <p>Students will develop and implement procedures to ensure safety, sanitation and quality in</p>	<ul style="list-style-type: none"> • Classroom lessons and activities on unit pricing and comparative shopping. • Hands on practice with community-based instruction (CBI) trips to ShopRite, Walmart and Sam's Club. • Practice money skills in the classroom through assignments, games, and/or stations. Hands on practice during CBI trips. • Practice communication skills and manners through classroom lessons, role play, games, and/or stations. • Classroom lessons on food safety. Practice in the classroom through assignments, games, and/or stations. 	<p>All of the skills mentioned will be ongoing. Students will continue to work on and improve these life skills throughout the program.</p>	

food product and processing facilities.

Students will select and process food products for storage, distribution and consumption.

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