

Glassboro Education Foundation, Inc.

Send the completed application to the attention of:

Craig Stephenson
Beach Administration Building
Joseph L. Bowe Blvd
Glassboro, NJ 08028

A. General Information

Applicant(s): Vanessa Poggioli, Brittinee Garcia, Lisa Rencher, Aileen Castro

School: Thomas E. Bowe Middle School

Principal: Lauren Kerr

Grade Level or Subject: African American History Month Committee

Phone: (school) 856-652-2700 x8190

(Home): 718-354-6381

E-mail(s): vpoggioli@gpsd.us, bgarcia@gpsd.us, lrencher@gpsd.us, acastro@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: Local African American History: On-Site Field Trip

Subject Area(s): Social Studies, ELA,

Approximate Number of Students Participating: 430

Project Starting Date: 1/1/25 Project Completion Date: 3/15/25

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

Our students often study African American history in a national context. Through Wit and Wisdom, younger students read *Bud, Not Buddy*, set in Michigan and older students read about Claudette Colvin, who would not give up her seat on an Alabama bus prior to Rosa Parks' actions. They rarely have a chance to consider these events in relation to New Jersey or Glassboro, specifically. To increase their schema, help them connect with history, and peak their curiosity, we would like to share more of the past with them outside of the classroom.

While we aspire to one day bring students to the Smithsonian National Museum of African American History, it is not currently feasible. Taking the entire school on a field trip requires significant funding for buses as well as a facility that can host over 400 students. It is both expensive and logistically problematic. By having a field trip come to us, we can accommodate the needs of all our students in an economically efficient manner. Within our building, we can meet the needs of students in our multiple disabilities classroom and others that need accommodations.

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

To give all of our students the opportunity to explore local, African American history, we will partner with the African American Heritage Museum of Southern New Jersey, run by Ralph Hunter Jr. One of their programs is a traveling museum exhibit. The two that are most relevant to our students are *A Time for Change* and *Redlining*. The former details a number of events in the civil rights movement with ties to Southern New Jersey and the latter teaches about real estate and other policies in Atlantic City that had an impact on Black families.

On Friday, February 21st, the museum staff would bring one of the two exhibits and set up in the gym. Students would rotate through them during one of their classes. This would allow all students to experience the museum. Our own students will act as docents, explaining the exhibits to their peers. These students would be trained in advance, during two after-school

rehearsals with materials provided by the museum. Not only does this give us an opportunity to share a potential career as a museum guide with students, it allows them the opportunity to act as leaders and experts within the building.

Attachments:

[CBS Article: Traveling Museum](#)

<https://www.cbsnews.com/philadelphia/news/black-history-month-african-american-history-museum-new-jersey/>

[African American Heritage Museum of Southern NJ](#)

<https://www.aahmsnj.org/traveling-museum-2023-24/>

[A Time for Change: Exhibit Sample](#)

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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
1) Increase student awareness and understanding regarding the civil rights movement and African American history within South Jersey 2) Increase understanding of African American history in Glassboro	1) Traveling museum exhibit in January, February, or March of 2025. 2) 20 Student docents trained 2 weeks prior to museum visit. 3) Glassboro-specific visitors discuss African American history in Glassboro during the African American speaker day on February 20th. (We have reached out to Cyndi Wiggins to talk about Dorothy L. Bullock and are waiting to hear back from others.)	March 15 th , 2025	1) Student survey for visitors using Google forms during Study Skills on Mon, Feb 24th. 2) Student survey for docents using Google forms during Study Skills on Mon, Feb 24th.

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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>
		African American Heritage Museum of Southern New Jersey Traveling Museum Honorarium	\$2250		
<u>Sub-total:</u>		<u>Sub-total: \$2250</u>		<u>Sub-total:</u>	
				<u>Grand Total</u>	<u>\$2250</u>

