



# greatstoriesCLUB



## Project Director Information

1. First Name
2. Last Name
3. Email Address
4. Phone Number
5. Extension -
6. Title
7. Department -
8. Institution
9. Address Line 1
10. Address Line 2
11. City
12. State
13. ZIP Code
14. Institution Type Public Library
15. Population Served City
16. Website

My library is located within an organization that serves an at-risk population.

My library is located within an organization that serves an at-risk population.: No

## Partner Organization / Teen Recruitment Information

1. Contact First Name
2. Contact Last Name
3. Contact Email

4. Phone Number
5. Extension
6. Contact Title
7. Department -
8. Partner Institution
9. Address Line 1
10. Address Line 2 -
11. City
12. State
13. ZIP Code
14. Partner Institution Type Transitional living/shelter
15. Website
16. About this institution -

## Proposal Narrative

Please tell us why you are interested in applying for a TRHT GSC grant. Include why you believe the current theme (“Growing Up Brave on the Margins”) will be meaningful to the individuals who participate in your programs, what teens and staff may gain from engaging in racial healing sessions, and what you hope to achieve for your library and your participants during the grant term. What will a successful series look like to you?

1. This pilot project is a unique opportunity for the Public Library’s Teen Services Department, as staff seek to engage youth in the community and engage underserved populations in library programming. The Public Library developed a Strategic Direction for 2017-2019 that included the needs and interests of the community. Programming for youth that incorporates Science, Math, Art, Reading and Technology (S.M.A.R.T.) activities is one of the three focus areas. This focus “connects youth with opportunities that inspire curiosity and build 21st Century skills” and working with community partners is valuable to ensure programs increase the library’s impact on the community. The TRHT GSC grant perfectly aligns with this focus and would allow the library reach this high-need population.

Growing up Brave on the Margins is poised to be an important experience for participants. PL will partner with Promise House, which is a nonprofit that houses homeless LGBT youth. A large component of youth homelessness is due to sexual or gender orientation and is disproportionately comprised of racial minorities, so they are double and intersectional minorities. The extreme marginalization of this population will make this program more meaningful because they have limited opportunities to engage in discussion or consideration of the issues addressed in the pilot than their peers who live at home.

Through the racial healing sessions, the participants will gain an understanding of how their racial identity affects them and how to navigate society and develop positive relationships with those who are different from them. PL staff members will gain knowledge about racial healing

and learn how to cultivate positive dialogue on race with the communities they serve. This will serve as a catalyst to build a bridge for those in underserved communities.

PL aims to encourage and inspire students who are participating in the project to identify with others who are experiencing the same things they are going through- in the class through discussion or characters in the book. Completing a successful project that is replicable would be a significant achievement for the library. This project would diversify PL's portfolio of services and enhance PL's platform to provide programming that addresses the TRHT effort in the area. Lastly, it will be crucial to link participants to other library services, such as GED classes, job search assistance, as well as ensuring participants can access library materials or participate in cultural events at a PL location.

A successful series will be comprised of a group of engaged students who become comfortable to discuss racial injustices and strategies for healing that they can attain, even as teens. The retention of 20 participants is the goal, though staff plan to recruit 25.

Students will explore racial healing through art and creative collaboration that is student-lead. Art can be used as a form of therapy but also used to raise awareness. The term used to describe artwork as a source of activism is "Artivism." This will promote racial healing within the students and their community.

In American history, there have been structural barriers to equal treatment and opportunity within the economic, legal, educational, and residential components of communities. Tell us about the current realities of race relations within your community, and of any local history that has led or contributed to these realities.

1. The city has a history of racial strife. Less than 100 years ago, it had the largest per capita membership in the Ku Klux Klan. The structural racism of the Jim Crow South is recent; the city is two generations away from segregation. The result is a city that is a racially, and economically segregated. One's locality dictates upward economic mobility. The city has a history of racially biased housing policies. The Home Owners' Loan Corporation (HOLC) a former federal agency, redlined African-American neighborhoods in the city as "high-risk" investments for lenders leading to little or no economic development and employment opportunities in these neighborhoods. The Fair Housing Act sought to remedy this issue in 1968. However, the legacy of housing segregation remains. There has been a noted lack of opportunity and development in the South part of the city, which is a primarily African American area. Many swathes of this area have neighborhoods that are food deserts and businesses simply do not develop in the area.

The community is very divided- not just where people live, but politically, as well. In 2017, the issue of confederate statues became highly contentious in the city and region. Some statues were removed, but some confederate monuments remain. Additionally, some schools and streets named after notable confederate figures have been renamed, as well. Many students attending schools named after confederate figures are racial minorities. The confederate memorial issue is still tense.

On July 7, 2016 a tragic police shooting occurred during a Black Lives Matter march in which five police officers were slain. The city and youth are still dealing with the aftermath of the tragedy during a peaceful march. It became a national issue, as well. Many in the city's African American community feel as though the initial reason for the march was sidelined and it has caused continued tension over the issue of race and police violence.

A current reality in the city is that racial minorities are falling behind educationally to their white peers. This is not necessarily a result of access to education, but it is economic, as outlined above. Poverty and education are inextricably linked. (Freidman, 2012). In a city as wealthy as ours, 22.9% of the population lives in poverty. (U.S. Census Bureau, 2016). Moreover, 24% of residents are African American, though in nearby suburbs, the African American population is 8%. Essentially, there are more African Americans in poverty in the city. Poverty is directly correlated to trauma. Youth of color disproportionately experience trauma and LGBT youth experience even twice the rate. (Cooper, 2007). The residents of Promise House are a prime example of this problem. Residents deal with homelessness, racial and sexual orientation/identity discrimination, as well as typical adolescent problems which puts these students in a constant fight or flight mode. Their first priority is survival. Education becomes secondary.

Has your library offered any previous programming or engaged in any community efforts to address the current realities of race relations in your community? If so, please tell us about those activities and the impact they've had.

1. PL has not historically offered many programs that deal with race relations. However, library staff are in the process of forming a task force to discuss racial issues in the community. A group of staff members created a bi-monthly newsletter called the Young Black Reader. The newsletter includes titles that touch on African American life and culture, as well as highlights titles that become available in the PL system. Books are primarily geared towards children and teens. These titles feature black characters and/or are written by African American authors. This is disseminated to customers who ask to be on a distribution list.

Last year, the library received a grant from the state Book Festival to enhance a library branch's collection of works on MLK. Earlier this month PL partnered with a local ethnic bookstore called the Pan-African Connection to provide a Black History program for children, teens and adults. This program consisted of an African-themed story time, speakers, music, and artists. Staff were able to connect with over 100 visitors throughout the day.

PL has recognized the gap in programming and this award would be the platform to address it.

If you are partnering with another organization, what is the nature of the partnership? Tell us about the work that this organization does, why you have chosen to work with them, the history of the partnership, and anything else that will convey how you will work together on the program.

If your library does not plan to work with a community partner to recruit teen participants for your TRHT GSC series, please clearly explain why teen readers in your general service area would benefit from engagement with this project and how you will gain their involvement with your program series. For example, ALA will consider proposals from school libraries that serve alternative classrooms, libraries that are part of a juvenile justice facility or department of corrections, tribal libraries, and public libraries in high-poverty communities.

1. The library will partner with Promise House for this project. Promise House will avail students for the program and provide space for the sessions. Promise House is a group home that provides accommodations for runaway teens in the city. The focus of Promise House is to provide shelter to LGBT teens, though they are open to all teens. Some shelters in the city do not house LGBT youth, so they provide a safe environment. Promise House offers classes to youth in their facility through a partnership with the Independent School District (ISD). Additionally, they provide counseling to their residents with the goal to get them back home, if possible. Most of the teenagers living in the house are people of color. Thus, the population is more marginalized by race, sexual orientation and frequently by income level. PL is

partnering with Promise House because the ALA TRHT grant opportunity would strongly benefit this underserved group and give a venue for healing beyond what these teenagers have access to.

PL staff have worked with Promise House staff to link teens experiencing homelessness. As in many large cities, PL hosts many homeless customers, so staff are able to identify youth who may need assistance from Promise House. Staff provide their information to teens in the library and Promise House staff come to the library to pick youth up, as they request it. Additionally, Promise House recently provided training to PL staff on LGBT sensitivity. The library and Promise House have a strong working relationship that will lead to a successful project.

Describe the population from which your TRHT GSC discussion group will be drawn. Include as much information as possible about the young adults who will participate in reading, discussion, and racial healing events, and describe how the group currently relates to reading (e.g., reading levels, interest in reading, access to similar programs).

1. The students participating in this program are from racially diverse backgrounds. In January, Promise House had 55 residents staying at the shelter and of that group 69% are racial minorities. In terms of gender breakdown, 58% are female and 42% are male. Historically, many of the youth have fallen behind in academics by the time they enter Promise House. Currently, most of residents read at a 6th to 8th grade reading level. Reading can give students a break from their reality. Reading books with diverse characters will help students feel connected with a story of hope.

How will participation in your program series be achieved? Tell us how you will invite or require teens to participate, how information about the program will be distributed, whether incentives like class credit will be used, and if there will be prerequisites such as behavioral or academic good standing. If you anticipate any challenges in recruiting participants, please describe them along with your plans to address them. Finally, please tell us of any other outreach or promotion that will be conducted in your community about the TRHT GSC (e.g., press releases, news articles, additional programming).

1. The goal of this project is for participants to go beyond a book discussion and talk about real-life issues the students are experiencing. This level of participation will be achieved by including guest speakers to discuss the stories or subjects of concern to the students.

All participants will be required to keep a journal throughout the duration of the project. In addition, each student will be responsible for a component of their creative collaboration. They will have the choice of doing artwork, making a short video PSA or writing a poem. Students will be encouraged to explore different forms of activism through collections at some of PL's 29 locations. Students will not receive class credit; however, PL will work with Promise House on other ways to incentivize participation for residents, such as possibly requiring participation for an English class. All students in the project must be in behavioral good standing and this will be determined by Promise House staff.

Challenges may arise during the program. A projected challenge is that there may be students who transition out of group home before the end of the grant period. PL will address this challenge by opening the class and admitting new students to the book club mid-way through or as they arrive. Additionally, those transitioning out will keep their journal and- if possible- a book.

Since this project will be held in a group home, PL will not advertise as has been done by the library traditionally because this is not open to the public at large. However, the project and successes will be highlighted after its completion on the library's website, newsletter, and social media accounts, as well as via a press release. Careful consideration on how the project is publicized will be given because of where the participants live. Photographs will not be utilized. Anonymity of participants will be maintained in all publicity materials; only first names will be used.

Please clearly describe your plan to implement the TRHT GSC. Important information to provide includes how books will be distributed, how often discussion groups and racial healing circles will convene (e.g., one program per title, or multiple chapter-specific programs), how discussion group meetings will be structured (length of program, lead presenters or moderators, discussion format, additional activities), where programs will take place and if transportation is required, and anything else that will help reviewers understand your proposed series. As a reminder, grantees will be invited to refine these plans after the April 2018 Orientation Workshop.

1. This TRHT series will be a weekly gathering for 10 weeks during summer 2018. This includes seven book discussions and three healing sessions. Each meeting will be 90 minutes long. In each session, 40 minutes will be dedicated to the book discussion and the remaining 50 minutes will be allotted for students to work on their activism projects. There will be a minimum of two class discussion sessions per book. The books discussions will be led by PL's Teen Services Coordinator. The healing sessions will be led by racial healing practitioners that will be referred by ALA and coordinated by PL staff. There will be a healing session after reading *The Hate U Give* and one after reading *March*.

All other sessions will be at Promise House. For *The Hate U Give*, there will be sessions that cover Tupac's music, poetry, and activism. For *March*, there will be discussions covering the civil rights movement in the city. PL has stunning photography collections that display images taken during the civil rights movement and events in the city. The Tupac and civil rights discussions about will take place at the library with transportation provided by Promise House.

Books will be loaned out to students to read during the program. Additional books will be provided by the library to accommodate the 20-25 projected participants. At the end of the 10-week program each student will choose which book resonated with them and keep it for their personal collection. All leftover books will be donated to Promise House to add to their library for future readers.

Describe how you will highlight and explore the ideas in this series. Beyond using the book-specific discussion points that will be provided by ALA, how will you encourage participants to think about the issues presented in the books, including concepts such as assimilation, code-switching, culture, family, bravery, equity, and speaking truth to power? How will you engage participants in personal reflection and meaningful discussion about future opportunities for positive change inspired by the titles? If activities, projects, assignments, field trips, or other materials (e.g., books, films, music) will be part of your programming, please describe them.

1. For each title of the project, there are a few specific themes that can be discussed. For *Miss Marvel* we will discuss Muslim identity in America, sexual identity and gentrification. We will talk about perceptions of Muslim-Americans and issues they face. The group will discuss how sexual identity affects how people perceive us and ask- what are our other identifiers? Specifically pertaining to the city, students will discuss how gentrification has affected the neighborhood where Promise House is located. For *The Hate U Give*, the discussion will focus on: police brutality, duality or code switching, and bravery. Specific questions and discussion

points to be addressed: How does police brutality affect our community? What feelings did you have after the local police shooting? Tupac was an artist who had many facades. What is duality? What is Code switching; when do we use this? Talk about a time where you had to be brave.

For March, the group will discuss the civil rights movement past and present. Specific items of discussion will be: What issues were there in civil rights during the 1960s? What are today's civil rights issues? What is our role in civil rights? How will we make a difference?

PL staff will use library resources to add value and meaning to the discussions. The participants will visit an African American genealogy club meeting and tie in local history. They will explore the library's African American history collection, which has PL's notable photography collection of the renowned African American photographer, Marion Butts. He captured thousands of important images of the last half of the 20th century that highlight the African American experience in the city.

Additionally, PL staff will present and discuss other books, movies, and music that may be related to the titles. For example, Book related to *The Hate U Give: Piecing Me Together* by Renee Watson, *All American Boys* by Jason Reynolds, and *American Street* by Ibi Zoboi. Books Related to *Miss Marvel: Amina's Voice* by Hena Khan, *Where I Belong* by Gillian Cross, and *Little and Lion* by Brandy Colbert. Books related to *March: The Watson's Go to Birmingham* by Christopher Paul Curtis, *Claudette Colvin: Twice Toward Justice* by Phillip Hoose, and *Fire In The Streets* by Kekla Magoon.

How will you evaluate your TRHT GSC series? Grantees will be required to submit a final report to ALA, describing how their programs went, recording attendance information, and offering other details about activity during the grant term. Below, please tell us how you will keep track of this basic information, evaluate your institution's work on the project overall, maintain key relationships with community partners in the future, and offer referral opportunities for underserved populations after the project's conclusion (and/or after release, transfer, graduation). Additional support for program evaluation will be offered during the April 2018 Orientation Workshop.

1. During the project, PL staff will keep weekly attendance for each student who participates. Additionally, a log will be kept by the Teen Services Coordinator to assess their reading progress throughout the project. PL staff will monitor their art projects and document their work through photos and video. There will be a survey at the beginning and the end of the project. The initial survey will assess their interests in reading and racial issues. The ending survey will be used to gauge what each student learned during the project and whether their point of view had changed because of reading the books and participating in TRHT GSC. We will also solicit feedback on things they would change about the program or other suggestions.

The Teen Services Coordinator will create a timeline for students to work on their art projects. Success in the project will be evaluated based on completion of their projects and ability to express their feelings on racial identity creatively while recognizing that every student will be in a different place. These projects will be displayed in the library, Promise House and on PL's website. PL will maintain its strong relationship with Promise House. Students residing in the house will get library cards and will learn how to access materials when visiting PL. The Teen Services Coordinator will show them how to access the calendar of events and encourage the youth to visit and engage with the library. The Teen Services Coordinator will maintain regular contact with Promise House staff and keep them abreast of activities that would be beneficial for their residents.

## **Program Schedule**

Event type	Pg date	Projected attendance	Location	Comments
reading_discussion	06/08/2018	25	Promise House	o Discussion an introduction of Miss Marvel by Willow Wilson. o What Makes your Identity? □ Faith, Race, Gender, Age, Sexual Orientation and Ability. o Introduce Creative collaborations □ What is Artivism? □ Use examples by Artist such as Gordon Parks, Jean-Michel Basquiat, Nina Simone and Tupac Shakur.
reading_discussion	06/15/2018	25	PL	o Book Discussion Miss Marvel □ Sexual Identity □ How does sexual identity affect your life? o Begin Art Projects
reading_discussion	06/22/2018	25	PL	o Discussion: Miss Marvel. □ Gentrification. • What is Gentrification? • How does Gentrification affect local Communities? • Use city maps to discuss recent changes within the city. o Continue Art Projects o Introduce next book.
racial_healing	06/29/2018	25	Promise House	Racial Healing session with area practitioner.
reading_discussion	07/06/2018	25	Promise House	o Discussion: The Hate U Give by Angie Thomas □ Police Brutality. □ Police Shooting. o Continue Art Projects.
reading_discussion	07/13/2018	25	PL	o Discussion: The Hate U Give □ Tupac's Influence on the author. □ Poetry and Music by Tupac. □ Artivism in Hip- Hop Raising awareness through music. o Continue Art Project
racial_healing	07/20/2018	25	Promise House	o Racial Healing Session o Introduce Next Book
reading_discussion	07/27/2018	25	PL	o Discussion: March Book 1 by John Lewis □ Teens in the Civil Rights Movement. □ How does the Civil Rights Movement affect us today? o Continue Art Projects
reading_discussion	08/01/2018	25	PL	o Discussion: March □ Civil Rights History □ African American History Photo Collection
racial_healing	08/08/2018	25	Promise House	o Healing Session □ Our Stories: How will we share our stories? □ Present our art projects. o Evaluate our experience.

## Upload Supporting Materials

Project Director  
Résumé

**Filename**

[Librarian I Resume.pdf](#)

[Partner Resume.pdf](#)

[Librarian Resume.pdf](#)

**Filename**

[Letter of Commitment PL Administration.pdf](#)

[Letter of Commitment Promise House.pdf](#)

[Edit this answer as brussell@ala.org](#)

Sample Programming/Publicity Materials (optional)

**Filename**

[PL Promotional Material Sample.pdf](#)

## Certify and Review

Certify  
Authorization

1. Certifying Official First Name
2. Certifying Official Last Name
3. Email Address
4. Certifying Official Title City Manager
5. Certifying Official Institution
6. Certification

By checking this box and submitting this application, the authorized representative for the applicant organization certifies that all statements contained herein are true and correct to the best of his or her knowledge and belief; and that the applicant organization (including, when pertinent, each additional library branch on whose behalf it is applying) is neither presently debarred, suspended, proposed for debarment, declared ineligible, nor voluntarily excluded from participation in this transaction by any federal department or agency.

You can check the status of your institution with regard to debarment at the website of the [System for Award Management](#).