



greatstories**CLUB**



Project Director Information

1. First Name
2. Last Name
3. Email Address
4. Phone Number
5. Extension -
6. Title Librarian
7. Department -
8. Institution
9. Address Line 1
10. Address Line 2
11. City
12. State
13. ZIP Code
14. Institution Type School library (K-12)
15. Population Served Suburb/Rural
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 Other (describe)
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. I serve an alternative high school for at-risk students. Our students include academic credit-deficient young people, teen moms, and individuals with devastating home environments. They experience great loss due to poverty, death, and abandonment. Our students are the faces of "growing up brave on the margins". Some are the wage-earners of the household, going to school, and working 35 hours a week. Other students are victims of bad choices, some of their own making, some the choices of family members. We have students who are on probation. We have students who have completed drug rehab. Our school enrollment is about 170 students. These students come from high schools of over 3000 students, from two local school corporations. Our community population, estimated 2016, is over 25,000. Residents are 93% white, 3% Hispanic/Latino, and 2% African-American. And yet, Harris Academy students are 67% white and 31% non-white. 43% of Harris students receive Free Meal Benefits; however, the latest census reports the median income for households in our community is \$63,000. Race and poverty are key risk factors for our students. Racial healing sessions will build awareness and open conversations about the effects of race in our community. Students completing our program should gain an understanding of the racial history of our community, should experience empathy for those who suffer racial inequity, should advocate for racial diversity, and build a school community that fosters inclusivity. Most of our students(97%) will graduate and go directly into the work force or military. This may be their last opportunity for racial healing, before encountering the realities of the workplace environment.

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. In May 2017, a high school student of a nearby community, served by our school, was suspended for posting a photo-shopped image onto social media. The image showed a student, wearing a KKK hood, sitting in front of a teacher's desk, with a teacher in the background. In addition to suspending the student, the school corporation released a statement, stating in part, "For the past decade, our district has committed to extensive cultural competency training. We appreciate the cooperation of our students and parents as we continue to promote a learning environment that values all." By admission, the district commitment didn't start until 2007.

In July 2016, dozens of flyers appeared on neighborhood yards. The flyers, weighted with rocks, in plastic bags, were one-page rants against illegal immigrants, homosexuality, and minority groups. The purpose was to urge residents to join the KKK.

Indiana has a long history with the KKK. Incidences such as these demonstrate the continued need for conversations about racial inequities in our community.

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. Since March 2017, when I began volunteering at the school, I have seen no programming aimed at non-white students. In the fall of 2017, I began searching the district's library catalogs, planning lessons on Martin Luther King. I was surprised at the lack of books available for all grade levels. Next, I searched books for Black History Month with similar results. In talking with African-American adults over 40, I heard comments about today's youth being disinterested and disengaged from the history of African Americans. I was told young African American people would not see any relevance to their own lives.

In 2018, I taught lessons about Martin Luther King and Rosa Parks. Last week, I book-talked African American authors: Sharon Draper, Christopher Paul Curtis, Angie Thomas, Alice Walker, Kwame Alexander. In my groups of sophomores to seniors, no one had experiences with these authors.

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. Our school is a public school that partners with a nearby Church. The church is a recent church plant by the Indianapolis Diocese. It meets at our school for weekly worship. A large part of the church's outreach ministry is to serve the needs of our students and staff. Our school has no parent/teacher organization, so the Church fills the gap by providing a graduation reception and student gifts. Church members teach popular life-skill classes such as cooking, music appreciation, and car care. The church supplies books for the library and various student supplies and incentives. We will build upon this partnership to purchase more copies of the books and seek out guest speakers.

The Rev. will partner with our school throughout the program. The Rev. served 10 years as a youth minister in an open, inclusive, diverse denomination. She is trained in suicide prevention and follow-up. Her lifetime work is human rights advocacy with LGBTQA teens and adults. The Revend is certified in addiction recovery. She was a chaplain for 2 years in a juvenile detention center. Her insights and experiences will lead our conversations to deeper levels of understanding.

The Rev. is a local, history-making African American woman. She is the first Black woman to lead an Episcopal Church diocese. She is also the first woman in the U.S. Episcopal Church to succeed a woman bishop. The reverend is a true role model for young adults and an invaluable community resource. We will utilize her community connections in planning activities beyond the classroom.

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 age range will be 15-18. Our school does not serve ENL students or students who need special education support. Consequently, our group members should be reading near their grade level and would be very capable of reading the group books. Book clubs are offered throughout the school year and are a popular student activity. We know we have a solid foundation of students who would like to participate.

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. Typically, our book clubs have 5-10 members. I plan to ask teachers and our guidance counselor to nominate students who might most benefit from the conversation and readings in our group. Our school is small. I will visit classrooms during advisory time to share specifics about our book club. I will consult the two English teachers to determine what we need to build into our group work to earn class credit for the students. Our school offers 9 week courses which allow students to do complete coursework at their own pace and to complete some credits online. I plan to offer the group during lunchtime. Our students are incentivized by food, and I will supplement their school lunches. Participating students will leave a block 2 class, 20 minutes early. To do so, the students will need to be on track with meeting their academic credits for the quarter.

We will have 60 minutes for lunch and book group. We will invite our superintendent to visit our club when our books are finished to offer reflection on our healing journey. Our local county paper will be contacted for coverage.

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. The book group will meet in the School Library, 12:15-1:15, on Wednesdays, during the regular school day. Our student schedules and population can change from quarter to quarter which is why I want to meet at a time all students have lunch. In the course of a quarter, the most students are in attendance the first 6 weeks. As students complete their coursework, students are permitted to leave school and return the next quarter. Some students use this time to work jobs and manage family issues. I feel it is critical that the teachers and counselor have an opportunity to get to know students when school begins late in July. I plan to offer book one, August 15, 22, and 29. My knowledge from past book clubs tells me that all students aren't reading at the same pace, so I plan to offer a focused lesson, from about a third of the book, each session. We'll read a portion, react, and discuss. I'll be open to must-share sections from the students. I hope to plan reader's theater opportunities for each book. I plan to order additional copies of the books for other interested readers. I will order additional titles by the authors we study. I will repeat this schedule in the second and third quarters. The last quarter of school will allow time for guest speakers, field trips, and planning for the following school year.

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. Students are eager to engage in poetry slams. The students will journal during our study with the intent of sharing their thoughts at a poetry jam in late April.
This could be a community event, a guest event at the high school, or a presentation for the local business council. The students could present their work to local political committees and promote a voter registration event.

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.

- Attendance will be taken at each book club meeting. Students will be encouraged to reflect on our weekly discussions and journal their thoughts. Each book club will feature an after-the-book discussion, where we will address how we can apply our reading experiences to our school and community. We will seek ways to engage other students in our racial healing. There will be about 3 months left in the school year. We will plan a culminating activity with a guest speaker. We also will do long-range planning to continue our discussions of racial healing into the next school year.

Program Schedule

Event type	Pg date	Projected attendance	Location	Comments
reading_discussion	09/05/0018	12	Library	Our first book will be Ms. Marvel. Graphic novels are popular with our students and should be eagerly received. It will also be a quick read to launch the program. On this date we will have finished reading the book, and will share out journals and our take-aways.
reading_discussion	11/07/0018	12	Library	We will have our first meeting for the book, March: Book One. I will build background knowledge with videos and primary source records.
racial_healing	11/28/2018	20	Academy	The Reverend, the first African-American woman to lead a diocese, will share her insights and facilitate racial healing.
reading_discussion	01/23/2019	12	Libray	First of 3 sessions for the book Hate U Give. We will build background by examining the Black Lives Matter movement.
racial_healing	02/13/2019	14	Library	The Rev. will discuss her work in racial inequity and her ministry of inclusion.

Upload Supporting Materials

Project Director Résumé

Filename

[resume.docx](#)

Letters of Commitment

Filename

[Truth_Racial_Healing_Transformation_Great_Stories_Club_1_.pdf](#)

[Letter_of_commitment.docx](#)

[grant_letter.docx](#)

Sample Programming/Publicity Materials (optional)

No attachments.

Certify and Review

Certify Authorization

1. Certifying Official First Name
2. Certifying Official Last Name
3. Email Address
4. Certifying Official Title Programming librarian
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.

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