

**TOM GREEN COUNTY GRANT APPLICATION
COVERSHEET**

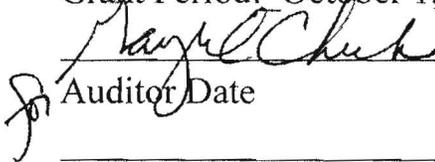
Grant Name: CURIOSITY CREATES

Grant Amount/Matching Funds: \$7,500/none

Grant Agency: Association for Library Service to Children (Sponsored by Disney)

Purpose: Provide new programs to children ages 10-14 years

Grant Period: October 1, 2015 – March 31, 2016

 9/9/15
Auditor Date

Information Technology (if applicable) Date

Date Grant Application Approved by Commissioners Court

GRANT AWARD COVERSHEET

Applicable Grant Documentation Provided:

Budget Amendment Provided:

Auditor Date

Date Grant Award Accepted by Commissioners Court

♦♦♦♦ Use this coversheet for all grant documents submitted to Commissioners Court ♦♦♦♦

SECOND DRAFT 9/4/15

For each component selected, describe how you plan to implement that component of creativity within your program

I AM! & I CAN! takes on all seven components of creativity. TGCL's childrens librarian and consultant, Liz Starnes have written an ambitious curriculum that consists of seven modules; one for each component. Each Module consists of three sessions resulting in participants being offered a twenty-one part program that will begin October 15 and finish on March 31, 2016. It will culminate in an open house for parents and the community and a month-long exhibition of the participants' creations.

I AM! & I CAN! is based on providing a positive, encouraging, and supportive environment where children are safe to express their creative ideas in a variety of different ways; some of which include acting, drawing, painting, story making, building, and game making.

The sessions will include guest artists, musicians, the director of an art community, dancers, owners of a nature center and others. Each session will have up to three activities and includes library books that relate to the activities.

Module 1/Session 1: October 15, 2015

Main Creativity Component: Imagination & Originality

Theme: Create imaginary playmates

Activity: Read *The Adventures of Beekle: the Unimaginary Friend* and some cartoon stories from *Calvin & Hobbes*. Discuss what an imaginary playmate is. Ask children to draw a picture of them and their imaginary playmate; and write a story about them and their imaginary playmate adventure for a day at the zoo, school, vacation, home, or an imaginary place. Prompting questions: Who can hear your playmate? What language do they speak? What is your playmate telling you? What does he/she look like? Let your imaginary playmate tell you a story, write it down. What would your imaginary playmate say about you?

Find objects in the room to create a dinner for your imaginary playmates.

In small groups of two, ask children to perform a short skit (3- 5 minutes) of dinner with their imaginary playmate, which follows the imaginary adventure. Ask children to describe the food and talk about one part of their adventure. Encourage children to participate by listening and applauding for each performance. Ask questions: How are our imaginary playmates the same, different?

Note: Each session will have a Closing: ask children for suggestions on what can improve the session: what did you like? What would you like to see next time?

Each subsequent session will also have a beginning: What did you use from the last session during the week?

Module 1/Session 2: October 22, 2015

Main Creativity Component: Imagination & Originality

Theme: Create an imaginary world.

Books: *Where the Wild Things Are* by Maurice Sendak; *Flotsam* by David Wiesner; *Mr. Wuffles* by David Wiesner

Activity: Ask children to invent their own imaginary world. This would include people, animals, customs, and language. What is the name of your country, language, animals? Describe your imaginary world through stories, pictures, and maps. Collaborate as a group to create an imaginary world. Each child would choose one area to create - What do the people eat? Where do they live? Are there stores? What is being sold? How do they buy things?

Speak the new language: As a group, we come up with a story (a short paragraph). Break the story down so that each group has a section. Each group comes up with an alternate language for their section of the story. Then we (the children) read the story in their imaginary world language. Each group can then come up with their own story line and language after the large group activity is complete.

Module 1/Session 3: October 29, 2015

Main Creativity Component: Imagination & Originality

Theme: Recreating from Given Objects

Books: *The Soda Bottle School* by Seno Laura Kutner and Suzanne Slade; *Elizabeti's Doll* by Stephanie Stuve Bodeen; *One Plastic Bag* Isatou Ceesay and the *Recycling Women of the Gambia*; by Miranda Paul

Featured Artist, Roger Allen from the Chicken Farm Art Center, will present a program on his experience of creating an art center from an abandoned chicken processing complex.

Activity: Bring in many different items from nature or an imaginary person (leaves, pinecones, branches, rocks) for children to sketch and have them create their design from nature. Look at the patterns of nature. Do several sketches and pick one.

Marshmallow Challenge: The Marshmallow Challenge: a group challenge; gets participants actively building and creating. Helps develop collaboration, flexibility, and decision making.

Create a prototype and test it.

Supplies: 20 sticks of spaghetti, one yard of tape, one yard of string, one fluffy marshmallow, a timer, and yardstick or measuring tape.

Task: in 18 minutes, teams must build the tallest free-standing structure out of the supplies. The entire marshmallow needs to be on top, teams can use as much or as little of the supplies. Team cannot hold the structure at the end of 18 minutes.

Tallest structure wins.

Module 2/Session 1: November 5, 2015

Main Creativity Component: Flexibility

Theme: Differences are Okay

Activity: Explore the different "cultures" that exist in the United States. Compare different ways of eating; how is it different – how is it the same from "Texas" culture.

Books: *I Love Saturdays y domingos* by Alma Flor Ada; *Same, Same but Different* by Jenny Sue Kostecki-Shaw; *Whoever You Are* by Mem Fox

Activity: Become a TV interviewer. Interview other children in the group and ask about different customs in their family; what do they do for Thanksgiving, Christmas/Holiday, Birthdays. Ask questions to understand someone's viewpoint. What makes that fun? How long has your family had this tradition? What makes it important or not important? Take notes. Ask the children what it feels like to hear a different idea or opinion. Is it ok that not everyone agrees? (i.e., why does San Angelo/Texas use mums for homecoming; piñatas for birthdays)

Distribute a free copy of *I Love Saturdays y domingos* by Alma Flor Ada for each child.

Module 2/Session 2: November 12, 2015

Main Creativity Component: Flexibility

Theme: See a Different Viewpoint

Book: *Carousel*, by Donald Crew; *The Three Armadillies Tuff* by Jackie Mims Hopkins; *Waynetta and the Cornstalk*; *a Texas Fairy Tale* by Helen Ketteman

Activity 1: How do things look differently when you are on a carousel? A roller coaster? Have children draw or paint with their non-dominant hand.

Activity 2: (Fairytale Flip) Ask children to tell a familiar fairytale from a new perspective, through the eyes of a character or object other than the main protagonist. For example, a story from the point of view of one of the seven dwarfs; the witch from Hansel and Gretel; the snowman in Frozen. How would the Fairy Godmother tell the story in Cinderella? What if Cinderella's slipper could talk? What would the beanstalk say about Jack, his mother, and the Giant? Act out the story. Make costumes, props, invite parents.

Save skit for final performance. Perform for parents in April.

Module 2/Session 3: November 19, 2015

Main Creativity Component: Flexibility

Theme: Similarities and Differences

Book: *Go Shapes, Go* by Denise Fleming; *Hannah's Collections* by Marthe Jocelyn; *Sort it Out* by Barbara Mariconda; *Lucy's Picture* by Nicola Moon

Activity 1: Create a Collage – Ask the children how can you rebuild shapes into new things (animals, buildings, people)? Provide children with variety of shapes and colored papers to see how many new things they can create; glue down favorite creations. Have children share with final artwork with the group. Lead discussion on the similar and different viewpoints. Allow children to comment and be part of the discussion.

Activity 2: How Are These Two Things Related - Connecting two distant things which will result in discovering unexpected connections. Pick a word from list #1 and one word from list #2. Try to come up with three ways the two things are similar (i.e., List 1: elephant, tree, telephone, fancy dress, motorcycle, opera music, sandpaper; List 2: cactus, sandwich, dog, canoe, flashlight, restaurant, chair paintbrush, saxophone). Ex: both can be white, float in water, etc...

Module 3/Session 1: December 3, 2015

Main Creativity Component: Decision Making

Theme: Exploring Options

Book: Pigeon Needs a Bath by Mo Willems; Banana by Ed Vere; How Will We Get to the Beach? By Brigitte Luciani

Activity: Ask children how would you get the pigeon to take a bath? What would you say? What would you do? Ask children to write and illustrate a short story on how to get Pigeon (or a different animal) to take a bath. Provide materials to make their own book. Provide collage materials as an alternate to drawing. Provide a small pre-made book for each child to create their story on.

Activity 2: Present a dilemma that does not have an obvious solution. Tell the children to come up with a creative solution (original solution) to the problem. "Your shoelace broke and it cannot be used. You still have four hours of school to go and have to walk to every class and participate in a one mile walk for gym class. What can you use to keep your shoe on your foot? Come up with several ideas. Share your ideas with your group. Which ones were the same, which ones were different? What idea would you use?

Talk about how the decision was made and why. This will raise awareness to the decision making process.

Module 3/Session 2: December 10, 2015 **Main Creativity Component: Decision Making**

Theme: Decisions in Action

Book: Ella Gets Dressed by Margaret Chodas-Irvine; A Balloon for Isabel by Deborah Underwood

Activity 1: A-maz-ing Design- (Supplies are: drinking straws(one per kid), two ping pong balls, large flat piece of cardboard, materials (cardboard boxes, cereal boxes, paper tubes), masking tape, scissors, pipe cleaners, aluminum foil). Plan a maze or just begin. Choose a start and finish. Use as many different materials as you can to create as many twists, turns and obstacles in your ping pong maze. Make paths wide enough for a ping pong ball to travel through. No height limits! Test the maze. Blow the air through a straw to make the ball move. Time yourself or one another.

Module 3/Session 3: December 17, 2015 **Main Creativity Component: Decision Making**

Theme: Daily Decisions

Books: *The Mixed up Chameleon*, by Eric Carle; *The New Small Person* by Lauren Child; *Just a Duck?* By Carin Bramsen; *My Lucky Day* by Keido Kasza

Activity: Nature Center (Kat Bunker) to exhibit and discuss chameleons and their habitat. Ask children to draw or paint animals in a scene. Display artwork and challenge children to find the hidden animals. Discuss how we sometimes change our personality to “fit in”, similar to how a chameleon can change his colors. What makes us do this? What makes this necessary sometimes? When might it work out the way we hope?

Module 4/Session 1: January 7, 2015

Main Creativity Component: Communication and Self-Expression

Theme: Communication in the Movement

Books: *Giraffes Can't Dance* by Giles Andreae; *Dance* by Bill T. Jones; *Wild Feelings* by David Milgrim

Activity 1: Representatives from the San Angelo Civic Ballet come to perform different emotions through dance. Discussion about “reading body language in the art of dance” will follow with children and Ballet members.

Activity 2: Charades- children choose a slip of paper with an emotion written on it. Ask children to find a partner and take turns expressing an emotion without words. Other groups can guess to see how many emotions they guess correctly.

Activity 3: Ask children to draw emotions using body language; or use colors to express their emotions.

Module 4/Session 2: January 14, 2016

Main Creativity Component: Communication and Self-Expression

Theme: Communication in the Sound

Books: *Mole Music* by David McPhail; *Little Green* by Keith Baker

Activity: Guest performance by Ellen Meyer and Kathy Dunn to perform using different instruments, alone and together. Ask children to listen and “read” the music. Ask what do you see when you listen to the music, what do you feel? Create a story line based on the music. Who are the characters in the story, what are they doing. Act it out to the music without words or Paint a picture based on what you see in your mind’s eye.

Module 4/Session 3: January 21, 2016

Main Creativity Component: Communication and Self-Expression

Theme: Communication in the Humor

Book & Game: *I will NOT get up today*, by Dr. Seuss; *Silly Sally* by Audrey Wood; *Rory's Story Cubes* (dice with symbols to trigger stories)

Activity 1: Express humor in a nonsensical way. Dr. Seuss books are nonsense humor. Read Dr. Seuss book, have kids act out the story and then create their own nonsense rhyming story script to act out, create a piece of scenery out of discarded items, create a backdrop for the scene. Perform for parents.

Activity 2: Improvisation Game - Stand in a circle so everyone can hear each other. First person starts by starting a story line with one short open ended sentence (i.e., once upon a time there was an old wicked witch who.....) each person takes turns adding another sentence to add to the story. Goal is to create a new, silly story expressing nonsensical humor.

Activity 3: The Worst Idea Ever Game – ask the children to come up with the worst possible way to do something. Get in partners or groups. Pick a scenario (Walk a dog, drink water, walk to school, feed a pet), imagine the worst possible way to do this. Share ideas and see who can come up with the worst way do the same thing.

Module 5/Session 1: January 28, 2016

Main Creativity Component: Motivation

Theme: You Decide

Books: *Lily Brown's Paintings* by Angelo Johnson; *Bear's Picture* by Daniel Pinkwater

Activity: Provide three different activities: painting, clay, or drawing for the children to choose from. Allow them to change their activity and try different approaches. Praise their efforts and the process "I see you are working hard", "your hard work is paying off"; Any child who says they cannot do it reply with "you cannot do it yet, but with practice and time you can".

Module 5/Session 2: February 4, 2016

Main Creativity Component: Motivation

Theme: What do you think?

Books: *The Red Racer* by Audrey Wood; *Should I Share My Ice Cream* by Mo Willems

Activity: Present a moral dilemma as a game. "You are walking with some friends to go see a movie. While you are walking, someone in front of you throws a bag of nasty garbage on the sidewalk in front of you. Gross. What do you do about this littering?" Adult leading game should encourage children to explore options and navigate how to pick the best solution but not "teach" how to handle the situation. Encourage individual thoughts. Adult can ask group to list pros and cons.

Present a creative conundrum: "You and your family go camping for two days, but the first night a tree branch falls and tears a small hole in your tent. It is supposed to rain and that hole will definitely leak water. What can you do to try and fix the tent, keep everyone dry, and save the day?"

Module 5/Session 3: February 11, 2016

Main Creativity Component: Motivation

Theme: Create your own game

Book: *Playing by the Rules* by Dena Fox Luchsinger

Activity: Show different examples of games such as card games, board games, action games. Have children get in small groups of two or three and create a game together. Supply materials –paper, crayons, glue, playing cards, cardboard. Give them twenty minutes and then ask them to find another group to play their game with. Praise accomplishments to encourage the children to continue to create new ideas.

Module 6/Session 1: February 18, 2016

Main Creativity Component: Collaboration

Theme: Collaboration in Performance

Book: *Dooby, Dooby, Moo* by Doreen Cronin; *Punk Farm on Tour* by Jarrett J. Krosoczka

Activity: "Select Your Words Carefully" – have children get in small groups. Ask them to tell a story using only seven random words pulled from a deck of word cards (ex: fork, sleep, help, chimpanzee). Have children create a skit using the seven words (which are the only words spoken). Give four minutes to practice and two minutes to perform for an audience.

Module 6/Session 2: February 25, 2016
Main Creativity Component: Collaboration

Theme: Collaboration in Construction

Book: *A Mighty Fine Time Machine* by Suzanne Bloom

Activity: Provide children with a vast supply of discarded household boxes, cans, containers, paper towel rolls, tape, and glue. The task is for the children to create the tallest freestanding tower out of the materials. Tell the children there are no rules except to use the supplies provided. Discussion following the challenge will focus on collaboration and teamwork may result in a different outcome (larger tower) verses working alone; combining ideas breeds new ideas; different viewpoints can offer a new way of creating something.

Module 6/Session 3: March 3, 2016
Main Creativity Component: Collaboration

Theme: Collaboration

Book: *Every-Day Dress-Up* by Selina Alko

Activity: Divide children up in small groups. Provide a large variety of dress-up clothes in a bag to each group. The challenge is to create stories based on the clothes; create characters from the clothes; and perform a short skit or write a story about your characters.

Module 7/Session 1: March 10, 2016
Main Creativity Component: Action & Movement

Theme: Walking a New Way

Book: *Two Bad Ants* by Chris Van Allsburg

Activity: Walk the Talk - Children walk across the room in as many different ways as possible. Ask children to list three things that walk. Then ask them to walk

across the room as many different ways as they can imagine (caterpillar, crab, giraffe). Ask children how the particular way of walking is different than how they normally walk. How do they see the world differently? What does a table look like to an ant? Have paper taped under tables for kids to lay down under tables and draw a picture of the world from an ant's point of view. Talk about different viewpoints and perspectives.

Module 7/Session 2: March 24, 2016

Main Creativity Component: Action & Movement

Theme: Simon Says

Books: *Don't Copy Me!* by Jonathan Allen, *The First Drawing*, by Mordicai Gerstein, *David's Drawings* by Cathryn Falwell, *Draw*, by Raul Colon, Ed Emberley's *Fingerprint Drawing Book*.

Activity: Play Simon Says. Have children do activities (jumping jacks, sit ups, etc) and then have them do painting between each Simon Says. For example, Simon Says do five jumping jacks, Simon says go to paper and paint a tree, Simon says sit down, and so on. Finish activity with child at the table finishing their painting. Provide other materials to add to their artwork, such as tissue paper, glue, and newspaper.

Module 7/Session 3: March 31, 2016

Main Creativity Component: Action & Movement

Theme: Creative Movement

Book: *Tanya and Emily in a Dance for Two* by Patricia Lee Gauch

Activity: Participants from Be Theatre (Director and actor Suzie Roberts) will lead a creative movement class incorporating movement in theatre performance, and theatre warm up games; children will be invited to participate. Children will be divided into small groups and be given the opportunity to perform what they learned. New ideas (combining learned movements) will be encouraged following instruction.

April 1, 2016

Time: 6 pm

Location: Boys and Girls Club

Invite parents to the final presentation of the program, to include displays of creations and performances of Flip Fairy Tale skits. Refreshments will be provided.

April 2016

Display art work and projects for public display at the Tom Green County Library for a month.

2. What are the expected program outcomes related to creativity, curiosity, and imagination? How will participation in your program result in these outcomes for the children served?

I AM!& I Can!, is designed to promote creativity and self-confidence through a safe and encouraging environment. Participants will be supported in exploring unconventional approaches and ideas through a variety of hands-on activities provided over a six month period. As a result of weekly personal explorations and observations, participants' creativity, curiosity, and imagination will naturally increase. Encouraging participants with positive praise, focusing on creative process and effort, will promote an incubator for creativity and an "I can" attitude. Presentations from local arts organizations (Ballet, Symphony, Nature Center, Art Center, Theatre) will spark participants curiosity and show how creativity and imagination can be relevant throughout their lifetime.

Expected outcomes:

Participants will have:

- Increased understanding of their creative abilities
- Greater awareness of their unique ideas
- Confidence in decision making and implementation
- Increased ability to cooperate with others
- Increased flexibility when exploring others' viewpoints
- Increased understanding of personal potential
- Increased self-esteem and self-confidence
- Improved abilities to express themselves in a variety of ways

Through hands-on activities, using music, acting, art, and play, the children will explore all seven research based components of creativity. This in depth exposure will result in children gaining a better understanding of their creative potential. Self-confidence and self-esteem will naturally increase as children exceed their own initial expectations. An atmosphere of positive praise and encouragement will reinforce creative exploration at each level. Children will collaborate and be gently

coached to understand each individual's point of view. This approach will build awareness of likeness and differences. In this process, children will learn that incorporating many viewpoints and ideas will lead to a creative outcome that builds on each idea to result in something original and never imagined before.

Our presenter, Liz Starnes holds a Bachelor of Fine Arts with a specialization in drawing and painting; a Masters in Science in Psychology/Counseling; and is a Licensed Professional Counselor-Intern. She has taught art lessons to private individuals, groups, and at-risk children. Currently, she works with West Texas Counseling and Guidance leading an art intervention program for juvenile detention and juveniles on probation. Her practicum was completed at the Concho Valley Home for Girls and the Children's Emergency Shelter, where she incorporated art activities with counseling as a way for the children to express their pain. Liz's enthusiasm, energy, and experience working with children will provide the atmosphere needed to motivate participants to explore their unconventional ideas through games, art, acting, and movement. Having Liz on board for this challenging endeavor will assure expertise in presentation and result in a successful outcome.

3. How would this program, focusing on one or more of the seven critical components of creativity, differ from programs currently offered at your library?

At present, TGC Library offers weekly story times that are very well attended by lapsitters to early readers. Authors who have visited us have been for younger children. Programs that target 1st through 5th graders have been poorly attended. Participation in summer reading programs is robust. In 2014 TGC focused on STEM programs that were well attended and in 2015 our focus has been on Music in Literature, which has also been well received.

Arts and Crafts have been a part of programming at all three TGC locations for years; but Liz Starnes' curriculum based on her years of work with disadvantaged and troubled youth is far superior. It is developed to create a safe and nurturing environment where participants will feel free to creatively express themselves using exercises that by design will encourage creative growth. As a result, I AM! & I CAN! would provide participants with the building blocks to build self-esteem and self-confidence naturally through hands-on activities that allow individuals decision making. By taking the program to the Boys and Girls Club, we will have a consistent group and

reach a variety of ethnicities and economic demographics. The weekly program, over six months, will bring consistency, laying a foundation for creative exploration of unconventional ideas. As a bonus, incorporating the related books during each session will foster interest in reading. Bringing an interactive creativity program to the children from the library will increase interest in attending future library programming. Finally, providing applications for a library card will promote future young patrons.

4. Describe any experience you or your library has had with creativity programming

Our library's experience with creativity programming: Creative expression has been at the center of our children's programming for the past 25 years. We believe that children learn best when they are having fun. Puppets and songs enhance learning during story times, making things clarifies meaning for programs and book sessions, doing actions or plays involves others and by watching others, we become more creative. The following are just a few of the programs that we provide for the public:

- Monthly craft nights during school year
- Dr. Seuss family night---over 100 people created Seuss village
- Weekly stories and crafts at North Angelo Branch
- Some crafts initiated into *Stories and More* at West Angelo Branch
- Summer crafts with Reading Club
- Collaboration with the San Angelo Symphony over 8 weeks in summer and every other month during school year.
- Science program with ASU Chemistry department 8 weeks in summer
- Therapy Dogs every week in the Children's Department
- Read to Me March Around the Library in April since 1992 giving children a voice to remind parents, caretakers to READ TO ME!
- Mother Goose Asks Why Science outreach program to Headstarts
- Visiting authors doing writing workshops and presentations---every year since 2006.

• Our Teen Republic (a teens-only space at Stephens Central) provides various crafts using paper, duct tape, drawing, collage and repurposing books. They also have two computers with the Adobe suite of software for working with photos, film and sound. Minecraft and Tinkercad for 3D printing are recent additions to the creative work being done with teens.

- Literary-themed art contests every year (Pokemon, Batman)
- Successful, open-form Minecraft classes for children and tweeners

- Successful summer Writer's Club for teens to learn writing techniques and produce their own work
- A summer LARP group for teens to create their own costumes and participate in live scenarios
- Introductions to new cultures, in this case Japanese traditions and cooking via making their own rice balls and learning about Japanese culinary traditions in the Anime Club
- A Halloween Costume Bash for children and teens to design a Halloween costume from scratch from eclectic materials (donated clothing, fabric of all types, wigs, props, and so on).
- *Learn - It - Literally*, a summer-long, hands-on crafts event (2014).
- The Electric Studio, a full-time service for teens using the Adobe programs on two dedicated computers.

5. Project proposals should demonstrate a clear outreach plan for attracting children to program. Applications should demonstrate both the ability to reach a large quantity of participants and to ensure high quality contacts with youth through comprehensive programming. How many individual sessions do you expect to hold, (i.e. Will this be one-time event or a series of sessions

Outreach: Our first I AM! & I CAN! series will take place at the Southside Boys and Girls Club (hereafter B & G Club). There, the Director will help us to enroll 20 – 30 participants who will sign pledges with their parents, affirming that they intend to participate for the entire 21 week session. Liz Starnes and her assistant(s) and guest speakers/performers will provide all sessions at the B & G Club

We will have a brief training session for the B & G Club Staff to model for them, the way to approach the students to get the best results. Liz will train them in areas such as the key words to avoid---“Why don’t you” or “You should...” , instead using better words of encouragement: “I see you are working hard on that...”

The B & G Club is working with us to ensure that we will have a closed room with no outside interruptions, an inviting environment and storage space to keep the projects for the final display.

Families will be invited to attend the FAMILY FUN FAIR at the B & G Club after the final session so parents can participate as they pick up their child. The Library will display items during the summer to encourage children to participate when we repeat the program.

There will be 21 weekly programs 4 to 5 P.M. at the B & G Club from October 15 – March 31. These will be children in third through fifth grade.

In addition, we plan to hold selected sessions for the teens in TGCL's Teen Republic, once, every other month. It is estimated that there would be 10 participants at each event. This would be an additional 3 sessions and would serve 10-20 unduplicated teens.

6. What is your expected number of participants in total?

We anticipate having 30 children from Boys & Girls Club and 20 from TGCL's Teen Republic for a total of 50.

Our choice to pick a target group such as the Girls and Boys Club and having it after school will give us a guaranteed audience of many cultures and definitely at-risk children. The various age groups will also be an advantage, by having the older children help the younger ones which will build collaboration efforts. We are excited about the possibility of having the same children, while openly welcoming the new participants to our program each week.

7. The age range of children served in the program should be between ages 6 -14. Do you intend to focus on a specific age group within that span or the entire range

Our main focus will be on students 8 to 10 years old; these are the 30 attending the Boys & Girls Club for 21 sessions

In addition we will have a program at TGCL's Teen Republic every other month; these participants range from 11-14 years of age for three sessions.

8. How do you plan to involve the children's families, caregivers, or schools in your project?

An important part of participation by children with B & G Club will be that they get permission from their parent(s) and affirmation that both parent and child understand that they are receiving one of a limited number of spots in a very desirable program and they are expected to complete the program.

Throughout the 21 weeks, the I AM! & I CAN!'s will be working toward their grand finale of a Family Fun Fair and Art Show of their works to be held on April 1, 2016

A newsletter with pictures will be sent home with each child after each of the 7 modules so they are able to review and share their experiences.

9. How do you plan to publicize your program(s) and recruit participants?

If desired by ALSC we will certainly announce receipt of the grant by press release to all media outlets and insert logos and statements on promotional materials. Also we intend to encourage participants of I AM & I CAN! to get library cards. They will receive a card holder with an I AM!& ICAN! Logo (to be designed by participants) and all will receive tee-shirts with the same logo. In this way the students will feel the importance of their role and hopefully, feel honored to be a participant.

The first series of sessions to begin in October will not be publicized outside of the Southside B & G Club as the sessions will be held there.

For the Teen Republic sessions, we will recruit through our website, (tgclibrary.com), from current YA patrons and Children's patrons.

That said, as the program progresses and we look forward to future programs, we will use our website, social media, newspaper and the Family Fair at the end to promote upcoming programs (beyond April 2016).

- Diversity and Inclusion

10. ALSC is committed to diversity and inclusion. We strongly encourage submission of program proposals that demonstrate a compelling and clear plan to ensure cultural competence and inclusion. Your library should also have a clear outreach plan to encourage program participation in underserved populations.

Our plan to provide this opportunity to the Girls and Boys Club for their after school program, not only ensures us a large pool of children but we know this to be a group that is predominately from low income families and is multi-cultural. Many of them are latch-key children and are at-risk for a variety of reasons. (Demographics of the club provided in following section)

The wide span of ages served by B & G Club will also be advantageous to our program to have the older children help the younger ones. We are excited about the possibility of having the same children every week while welcoming new ones that may enroll in the club.

TGCL has not had a lot of success in programming for 1st through 5th grade and we believe this is often times due to transportation. The children that need these programs have no way to get to the library. With I AM! & I CAN! as a mobile program, we will go to where the children are. If we are successful this year, we hope to take the program to the Northside Girls and Boys Club, as well as House of Faith, which serves hundreds of children after school.

11. Please use percentages to provide an overview of the ethnic groups represented in your service population.

According to factfinder.census.gov's site, San Angelo's population is 57% White; 38% Hispanic and 5% Black or African American.

The Boys and Girls Club demographics are 22% White; 53% Hispanic and 8% African American. They have the additional categories of 8% Multi-racial and 9% "other."

12. Describe your outreach plan to underserved populations in your community

The Stephens Central Library hosts children from across the county throughout the year. They come for programs and tours from schools, day cares, scouting groups, Boys and Girls Clubs, after-school programs, home schoolers and individual families. Children's librarian, Sally Meyers, makes a point to go to the Title I schools at least annually to tell teachers, librarians and the students about the annual Read to Me! march in April and summer reading programs. Our North Angelo Branch is in a low social-economic area and the branch manager there visits area schools to invite students to the library and to inform teachers and school counsellors about services and resources for students. North Branch also holds an annual Back to School Bash where she works with sponsors to provide book bags and school supplies for children whose families may have difficulty affording school necessities.

When we have visiting authors, we make a point of having programs at as many low economic neighborhood schools as schedules allow.

TGC Library prepares a biennial brochure of all programs which are hand delivered to every school to be given to every student K-8, of San Angelo ISD, Grapecreek ISD, private schools and charter schools.

13. Describe how the library is incorporating diversity and inclusion in its programming in general, and into the proposed program, specifically

The focus of our children's collection has always been to provide a diverse selection of materials and we proudly display different cultures and races throughout the year. We are involved in community events, and recently took part in a city-wide Civil Rights Academy, have collaborated with RSVP to celebrate Black History Month and worked with the Ambassadors for Peace, in providing books for their summer camps. The Boys and Girls club is made up of many ethnicities and low economic families. We are excited about the opportunity to serve these boys and girls, who don't get home until 6 p.m., and

provide them with fun and enriching activities that they will be unlikely to get any place else.

Community Partnerships

14. Project proposals should demonstrate the library is actively working with local community partners who bring expertise unique to this program. Partnerships should have strong potential of continuing after the grant period.

Southside Boys & Girls Club, Micheal Bejil, Director
Providing location and participants

San Angelo Symphony
Kathy Dunn (flutist) and Ellen Myer (guitarist) play music while children draw

Civic Theatre (emotions in art)

Be Theatre (emotions in art)
Suzie Roberts and Caity Roberts

Angelo State University, Department of Theatre Arts
Dr. Bill Doll

Civic Ballet (body language)
Suzanne Smith, Ballet Mistress

San Angelo Nature Center (the natural world; plants, animals)
Kat Bunker

Chicken Farm Art Community
(Creating something out of an unexpected environment)
Roger Allen (owner & artist)

Mr. Eric Sanchez (words and emotion)
Local business man and children's author

15. Describe how the above organization(s) will contribute to recruitment, promotion and/or implementation efforts

Student recruitment and promotion will be done by the Boys and Girls Club Director,
Mr. Michael Bejil at (325) 653-3673 or mbejil@suddenlinkmail.com

Each collaborating organization will supply artists to enrich our programming throughout the six month program. The names and their talents are listed. Activities will include drawing to flute music, guitar music; games with body movement, developing your own environment, (Roger Allen), being in touch with nature (nature center will bring snakes, other creatures)

** need to elaborate here

- Project Design

The selection panel is seeking thoughtfully written program proposals with a high degree of viability. The project should also have the potential for replication by other libraries to encourage others to increase creativity programming.

16. List staff who will participate in this project, including title and role as it pertains to this program.

Implementation by Liz Starnes BFA, MS, LPC,	Presenter
Sally Meyers BA, music MA. Education,	Facilitator
Beth Carpenter BS Elementary Education,	Assistant
Theresa Huckabee BS Communication,	Assistant
Wanda Green, MS Library Science	Assistant
Shaday Reyes, BA, Interdisciplinary Studies	Teen Facilitator

17. Please list a basic work plan for this project. Along with each task that needs to be completed include who is responsible for the task and when it will be completed.

September: Curriculum in place, written by Liz Starnes,

September 3: Sally met with Michael Bejil Boys and Girl's Club Manager

October 1: Sally will meet with Michael Bejil to see room, get student list, make final arrangements.

Outline in hand for special needs, equipment, supplies,

Contacts made with community partners

Liz and Sally will set up room before October 15

Liz will focus on first day plan and consider decorating environment

Beth and Theresa will provide supplies, nametags, all needed for first day.

Sally will select appropriate books from library collection to have available for the first month.

Meet with B and G club staff for training

October 15 First day 3 to 4 P.M. Get acquainted and activities.

Before each session:

Liz and Sally review activities considering special needs for the session

Beth and Theresa pack supplies need for each session (available in Children's Work Room)

Liz presents and Sally assists

After each session:

Liz and Sally evaluate day's program

Liz and Sally look at plan for next week and give supply list and needs to Beth and Theresa

Boys and Girls Club Program:

October 15 First session- Get acquainted and activities.

Sessions continue: October 22, 29; November 5, 12, 19; December 3, 10, 17; January 7, 14, 21, 28; February 4, 11, 18, 25;

March 3, 10, 17, 24, 31

April 2 Family Creative Fair will invite parents to do some of the same quick activities (drawing)

Tom Green County Library Teen Republic Program:

Fridays, October 23, December 11, February 12 and Art Display during April.

Budget

Consumable materials to be used for programs supplies 100 + in kind

Books/materials to be added to the library's collection in kind

Books/materials to be given to participants 900

Books, tee shirts, lib card holders

Promotion of programs in kind

Food for programs 500

Staffing for program - Liz Starnes, Consultant 6000

Other

- Please explain "other" category. **Total: \$7,500**

In kind items will be paid from the normal budget lines used by the library from their annual budget: eg., books purchased for collection from books; promo from advertising; supplies...

<http://www.emailmeform.com/builder/form/9c4eBJTdUrq80e1e40/45af3d0-55ef0e34c40fe>

<http://www.emailmeform.com/builder/form/9c4eBJTdUrq80e1e40/45af3d0-55ef0e34c40fe>

<http://www.emailmeform.com/builder/form/9c4eBJTdUrq80e1e40/45af3d0-55ef0e34c40fe>