



Foundation Request for Support

Do you have an idea that will change the lives of our patrons and impact our community? The Foundation is here to support your vision. Before pursuing grants, sponsorship, or the use of endowment funds, the Foundation needs some more information about your project. Please fill out the following form and send to the Foundation (foundation@highplains.us).

1. Project Title

2. Project Description

Please include a summary of the project, including if this is a new project or an expansion on an existing project. Include any relevant background or history.

3. Team Information

Please identify who is/will be involved in the project. List all staff involved, your supervisor (you must have approval from your supervisor before submitting form), and any community partners that are involved or that you will pursue. You will also need to designate a Program Lead who will be the main point of contact for the Foundation.

Type	Name	Phone	Email	Address	Notes
Program Lead					
Team Member					
Team Member					
Community Partner					
Community Partner					
Department Supervisor					
Other					

4. What area does the project cover?

Please highlight which funding focus area the project falls under and explain how. If more than one, rate as primary and secondary.

- a. Early Literacy
- b. STEM/STEAM
- c. Education/Lifelong Learning
- d. Community Health/Engagement
- e. Job Skills
- f. Social Change
- g. Event
- h. Other (please explain)

5. Which department / location(s) will the program take place?

6. Who is the target audience?

Please describe the audience the project will reach. Include demographic information you have gathered about this audience.

7. Why do HPLD patrons and community members need this program/project? How will they benefit?

8. List the goals, outputs and outcomes for the project.

9. Which HPLD Strategic Plan strategy does the proposed project align with? Which tactic does it utilize?

10. Budget - Impact

How does this project fall outside of your department's budget?

11. Budget – Use of Funds

How much are you requesting? How will funds requested be used? Please include full details of items to be purchased as an attachment.

12. Estimated Timeline

Please outline the anticipated timeline including any preparation, start date, benchmarks, and completion (if applicable).

Project Budget

Please complete the attached budget sheet with all costs associated with the project. Include the District's contributions and any estimates of in-kind contributions. Please include any explanations of budgeted items / the duration of the budget in the narrative section.

	Projected Budget	HPLD Contribution
Personnel		
Consumable Supplies		
Printing / Marketing		
Other (please explain)		
Total		

Budget Narrative

Widening the Window Write Up

The High Plains Library Friends & Foundation is a 501c3 non-profit established to support the High Plains Library District. Our mission is to build a community of library lovers through increased collaboration, philanthropy, volunteer engagement, awareness and advocacy for the libraries for the High Plains Library District. The Friends & Foundation support the District through multiple focus areas including volunteer engagement, awareness, philanthropy, capital campaigns, community engagement, program support and internal leadership.

The Friends & Foundation support the District by raising funds to support funding priorities approved by its Board of Directors. Current priorities include supporting: a Downtown Greeley Library and Innovation Center and capital growth, District-wide Programs supporting education and literacy among underserved populations, Writer in Residence and the literary arts, and high-impact District-wide programs (Signature Author Series, Summer Reading Adventure, Teen Tour, etc.).

The Friends & Foundation solicit financial support for the District through grants, sponsorships, events, and individual donations. The Friends & Foundation Annual Board Designated Fund Distribution allows its Board of Directors to designate up to 5% of earnings on investments on District initiatives aligned with our funding priorities.

Since 2020, Widening the Window has received \$3,000 in HPLD Friends & Foundation Board Designated Funds and \$500 in community donations. These funds were designated due to its thorough design, implementation and ability to adapt to our ever-growing community's needs. We are proud to support innovative and crucial programs like Widening the Window through our programs supporting education and literacy among underserved populations funding priority.

Widening the Window Storytime Planner Template

Theme: Observation	Session: 1	Presenter: Tim Ruth
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Intro, Intention & Family-friendly Land Acknowledgment:

- Tim, **Read** story and use dialogic reading to encourage child engagement

Literacy Element 1 with Author & Illustrator:

Our Skin: A First Conversation About Race by Megan Madison and Jessica Ralli, illustrated by Isabel Roxas

Welcome Song & Movement Activity 1 (action song, fingerplay, or rhyme etc.):

Warrior Yoga Flow – I Can Stand For ...

Warrior I – I can stand for me

Warrior II – I can stand for others

Warrior III – I can stand for peace

6 Question's to help guide the discussion during the reading:

- What color is your skin?
- What skin colors do you see?
- What skin colors does your family have? (What about your family?)
- What do you love about your skin?
- What do you call your unique skin color?
- What groups do you belong to?

Literacy Tip/Parent Patter:

WHAT PARENTS NEED TO KNOW

In our storytime we will address how the concept of “color blindness” is harmful, different racial and ethnic identities people may use, and we will discuss the idea of racism (systemic oppression) vs. prejudice (our personal biases towards other groups of people).

TALK TO YOUR KIDS ABOUT ...

Planner Activity: Write your responses to the bullet points in your journal after reading the book together:

- With your children, before we meet, go over the above questions. These conversations can seem scary to adults, but children are making these observations regardless of how we feel. If we discuss them, it can ease tension.

- If it makes you feel happy to do so, ask your child: What animal, plant, or natural thing does your skin color remind you and your child of?

- For the parents: Has your child or children ever asked you about race? What age were they when they asked?

A microaggression is when we stereotype a person or treat them differently based on their race. Examples in the book: Only blonde people can be princesses or having people of color play the villain. More often than not, a microaggression is an accident, but if we think of them like mosquito bites, we can all manage a couple mosquito bites. But if we are being bit in every place we go, throughout the entire day, in seemingly every conversation, we may react more extremely than we normally would. Being stereotyped or subtly put down throughout the day, every day, can generate a response that seems disproportional. This is where the stereotype of the angry person of color comes from. Can you think of a time you have had microaggressions against you? Can you think of a time that you committed a microaggression?

Breathing Break / Mindful Moment:

Possible Challenges:

Early Learning Connections:

Social Emotional Literacy (SEL)

self-awareness; can identify simple emotions
 self-management; regulating one's emotions
 self-management; managing stress
 social awareness; perspective taking
 social awareness; empathy
 social awareness; respecting diversity
 social awareness; understanding social and ethical norms of behavior
 relationship skills; building relationships
 relationship skills; communicating clearly
 relationship skills; resolving conflicts
 responsible decision making; makes respectful choices to ensure safety of self & others

Physical Literacy

Nonlocomotor; balance
 Nonlocomotor; stretching
 Movement concept; alignment
 Personal responsibility; follows direction
 Working with others; shares space

Intentional Inclusion of Diversity:

Props:	Books: <i>Our Skin: A First Conversation About Race</i> by Megan Madison and Jessica Ralli, illustrated by Isabel Roxas Music: N/A
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Questions? Please email:

Tim Ruth truth@highplains.us

Carolyn Valencia cvalencia@highplains.us

Widening the Window Storytime Planner Template

Theme: Empathy	Session: 2	Presenter: Amy Ortiz
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Intro, Intention & Family-friendly Land Acknowledgment:

- Amy, **Read** story and use feelings props to encourage child engagement

Literacy Element 1 with Author & Illustrator:

Chocolate Me! Written by Taye Diggs, illustrated by Shane W. Evans

Welcome Song & Movement Activity 1 (action song, fingerplay, or rhyme etc.):

- Give a Hug by Bari Koral or This Little Light of Mine by Kidding Around Yoga

4 Question's to help guide the discussion during the reading:

- How do you think the boy felt when his friends' shared traits about him that were different than some of their traits?
- Have you ever felt like the boy in the story?
- How would or world be if everyone looked, acted, and dressed in the same way?
- Explore with your children any questions and biases they may have about children who look different than them.

Bias- [Explaining Bias to Younger Children](#)

Literacy Tip/Parent Patter:

WHAT PARENTS NEED TO KNOW

Parents need to know this book will spark discussion of skin color, race or culture, self-love, and acceptance. Be prepared to answer many questions about skin color, similarities, and differences in physical features and why there are phenotypical differences between different ethnic groups. This book is great for teaching children to appreciate the way that they are and love themselves.

TALK TO YOUR KIDS ABOUT ...

- Families can talk about why the main character felt insecure and embarrassed about his appearance. Has there ever been a time you felt bad, or were made to feel bad about how you look? Has anyone ever made fun of you? How did that make you feel?
- Families can also talk about positive ways to discuss one another's differences. If the boy's friends were curious about his hair, how could they have asked questions in a way that wouldn't have hurt his feelings?

- Talk about how to turn hurtful remarks like, "Your skin is the color of dirt," into positive commentary: i.e., Soil is a precious thing -- without it there would be no way to grow food, nowhere to build a home, etc.

Breathing Break / Mindful Moment: Inhale Love Exhale Fear- NAMASTE

Possible Challenges:

“Food for Thought”- Is comparing skin color to food racist?

<https://writingwithcolor.tumblr.com/post/95955707903/skin-writing-with-color-has-received-several>

Early Learning Connections:

Social Emotional Literacy (SEL)

self-awareness; can identify simple emotions
 self-management; regulating one's emotions
 self-management; managing stress
 social awareness; perspective talking
 social awareness; empathy
 social awareness; respecting diversity
 social awareness; understanding social and ethical norms of behavior
 relationship skills; building relationships
 relationship skills; communicating clearly
 relationship skills; resolving conflicts
 responsible decision making; makes respectful choices to ensure safety of self & others

Intentional Inclusion of Diversity:

Props:

Books: Chocolate Me! Written by Taye Diggs, illustrated by Shane W. Evans

Music: Give a Hug by Bari Koral or This Little Light of Mine by Kidding Around Yoga

Questions? Please email:

Amy Ortiz aortiz@highplains.us

Carolyn Valencia cvalencia@highplains.us

Widening the Window Storytime Planner Template

Theme: Loving-Kindness	Session: 3	Presenter: Carolyn Valencia
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Intro, Intention & Family-friendly Land Acknowledgment:

- Carolyn, **Read** story and use dialogic reading to encourage child engagement

Literacy Element 1 with Author & Illustrator:

Not Quite Snow White by Ashley Franklin, illustrated by Ebony Glenn

Welcome Song & Movement Activity 1 (action song, fingerplay, or rhyme etc.):

- 3-Body Scan with Tamara Levitt with Calm

4 Question's to help guide the discussion during the reading:

- How does Tameika feel at the beginning of the story? Scan your body; how do you feel? What words would you use to describe Tameika?
- Why were the other kids whispering? Did something hurtful just happen? Pg. 5
- How does Tameika feel now in the story? Scan your body; how do you feel? What words would you use to describe Tameika?
- Explore with your children any questions and biases (conscious or unconscious) they may have about diversity, their bodies and roles? Can a girl be a scientist? Can a boy be a dancer? What makes a princess a princess? Question any stereotypes. Having these conversations with confidence and openness are key factors.

Literacy Tip/Parent Patter:

WHAT PARENTS NEED TO KNOW

Parents need to know this book will spark discussion of skin color, race/culture, body shaming, self-love, and acceptance. Be prepared to have an open discussion unspoken contemporary issues in the terms of racism and body shaming. This book is great for teaching children to appreciate the way that they are and love themselves.

TALK TO YOUR KIDS ABOUT ...

- Practice Loving-Kindness by doing the follow things:
 - Close your eyes and picture Tameika. Now, either aloud or silently say, "I send kindness to Tameika. May Tameika be happy. May Tameika be healthy. May Tameika

let go of sadness.” With a younger child, you can even start this exercise with one of their favorite toys.

- When you practice kindness repeatedly, you teach your brain to experience kindness more often. Kindness becomes a skill we can cultivate over time. Here are just some of the benefits of a kindness practice:
 - You can learn empathy in a fun, soothing way.
 - We can learn and feel that being kind makes you feel happiness.
 - We can appreciate kindness in others.
 - We can connect with others in a heart-warming way.

Breathing Break / Mindful Moment:

I can stand for me. [Warrior I]
I can stand for others. [Warrior II]
I can stand for peace. [Warrior III]

Possible Challenges:

Early Learning Connections:

Social Emotional Literacy (SEL)

self-awareness; can identify simple emotions
self-management; regulating one's emotions
self-management; managing stress
social awareness; perspective talking
social awareness; empathy
social awareness; respecting diversity
social awareness; understanding social and ethical norms of behavior
relationship skills; building relationships
relationship skills; communicating clearly
relationship skills; resolving conflicts
responsible decision making; makes respectful choices to ensure safety of self & others

Intentional Inclusion of Diversity:

Props:

Books: Not Quite Snow White by Ashley Franklin, illustrated by Ebony Glenn

Music:

Questions? Please email:

Carolyn Valencia cvalencia@highplains.us