

# **SAMPLE: Fundraising Proposal**

Request for Diversity Rocks the Book: <CITY>

## **Project Description**

"Imagine a world where all children can see themselves in the pages of a book." That's the vision of Diversity Rocks the Book: <CITY> (DRB), a new outreach program of <ORGANIZATION>. The program will run from <DATES> and will reach every public and charter K-7 school, Head Start, and Great Start Readiness Program in the <CITY>.

The goal of Diversity Rocks the Book is to put diverse books in front of and into the hands of our students, to begin to create for them a world in which all children can see themselves in the pages of a book and to educate parents and teachers on the importance of bringing diverse books into the home and classroom environment.

The program was created and launched in Holland, MI in 2018. It is inspired by recent national efforts to support diversity in books led by Dr. Rudine Sims Bishop, Professor Emerita of Education at Ohio State University and grass-roots efforts such as We Need Diverse Books. Both argue that when children cannot find themselves reflected in the books they read, or when the images they see are negative, or laughable, they learn a powerful lesson about how they are devalued in society.

Diversity Rocks the Book: Holland established 3 main program components: children's books with diverse main characters donated to city schools and preschools, community volunteers serving as guest readers in the classroom, and resources for parents and teachers. The program has grown and provides a blueprint for communities like ours to replicate their activities. We are using that blueprint, modified for our community, to bring diverse books into the hands of our children.

The project planning committee, comprised of local educators, librarians, and service organization representatives, will begin meeting this fall to identify up to six core books that will be gifted to each K-7 school, Head Start, and Great Start Readiness Program in the City. Community volunteers will serve as Guest Readers, visiting classrooms during the month of March and reading one of the core DRB books. <COMPANY> employees will be introduced to the program and given the opportunity to volunteer as guest readers.

## **Project Timeframe:**

October/November: DRB Planning Team reviews titles and finalizes book selections

December: Books orders placed. Presentation to local organizations <LIST>.

January: Guest Reader recruitment begins.

February: Program promotion. Teachers request guest readers. Guest Readers scheduled for classroom visits.

March: Books delivered to area schools/preschools. Guest readers in the classrooms. Evaluations sent to teachers, principals, parents, guest readers.

April: Evaluations assembled and reviewed for changes/updates to future DRB programming. Final Reports submitted to funding sources.

### **Community Benefits:**

We know that reading helps a child develop and hone key socialization skills such as empathy and compassion. According to Dr. Rudine Sims Bishop, Professor Emerita of Education at Ohio State University, when kids of an ethnic, cultural, or religious minority, or kids with limited abilities or resources see themselves in books, they are far more likely to develop a sense of pride and self-worth. They are more likely to become enthusiastic readers. At the same time, seeing diverse characters in books helps a child of a dominant culture develop empathy, compassion and understanding for others. As parents, teachers, and guest readers are exposed to these same books, their self-worth, empathy, and compassion also increase. All of this can make a huge difference in a multicultural community like <CITY>.

\*In using the term diverse characters, we recognize all diverse experiences, including (but not limited to) communities of color, Native American communities, people with disabilities, LGBTQ and gender-nonconforming communities, and cultural and religious minorities. Furthermore, we subscribe to a social model of disability, which presents disability as created by barriers in the social environment, due to lack of equal access, stereotyping, and other forms of marginalization.

### **Community partnerships:**

The <LOCAL HOST> partners with the following organizations for Diversity Rocks the Book: <LIST>. Representatives from all of the partner organizations serve on the DRB Planning team and promote the program throughout their organization and with their audiences.

### **Measuring Success How will you measure the success of this program?**

The success of DRB will be measured via online surveys of teachers, parents, and guest readers. Pre and post qualitative measurements will focus on awareness of the importance of diverse children's literature, use of diverse literature in the classroom and home, and experiences as a guest reader. Results of the surveys will be used in planning for future DRB

programming. Quantitative measurements will analyze the growth of the program by recording the numbers of student/classrooms reached, books distributed, guest readers, and teacher/parent involvement.

**Budget:**

<X> sets of books at <\$ each set> per <X> classrooms/schools = <TOTAL>