Section 1. EXECUTIVE SUMMARY (5 points)

Please succinctly describe the project. This may or may not incorporate a statement of need, goals and objectives, costs, and amount of LSTA funding requested.

ALL ABOARD! A LIBRARY FOR CHILDREN OF ALL ABILITIES

Part of the mission of the Booth & Dimock Memorial Library is to “provide materials and services to help all residents of the community meet their informational, educational and recreational needs.” Over the course of the past year, however, we have realized that we have overlooked an important group of library users: children with disabilities and their families, caregivers and advocates.

A community needs assessment, meetings and interviews with community stakeholders (including parents, educators, caregivers, staff of community organizations and agencies) have revealed to us that there is a large gap between what children with disabilities and their families need and what we the Booth & Dimock Memorial Library is currently providing. We have learned that it is not enough to say that our facilities are accessible; we must be proactive and also make sure that our collections, programs, technology and staff are accessible to children of all abilities.

We feel that the best way to address the needs of this neglected group of library users is to “use strategies based upon the principles of universal design to ensure that library policy, resources and services meet the needs of all people” (Rubin, 2002). Much like you would not dream of building a library without a ramp or elevator, universal design features that allow all people entry to the building, services and programming should be viewed in the same way - universally
designed for learning. Universal Design for Learning (UDL) at its simplest means that we are creating environments that are designed, from the outset, to be open and accessible to all (see Appendix C for more about UDL).

The All Aboard! A Library for Children of All Abilities project, using the principles of UDL, proposes to address the needs indicated by the results of our community needs assessment by focusing on four objectives:

1. Collection development to add materials and resources in a variety of formats that address the needs of children with disabilities and their families.

2. Inclusive programming to welcome children of all abilities and their families, caregivers, advocates and educators and provide a connecting link between families and other community agencies.

3. The addition of inclusive technology and software that is useful and accessible to children of all abilities.

4. Training that helps staff to better understand and serve children with disabilities and their families.

The above objectives will be accomplished with the collaboration of parents, community organizations and other professionals (see Appendix A) in order to create a secure base that supports children and families and not only gives them access to resources, but also promotes a sense of belonging.
Section 2. PROGRAM PLAN (80 points)

A. Statement of Need, What Will be Done

1. Demonstrate your knowledge of the target population (e.g., age, size, other demographics). (5 points)
   The target population is Coventry's 267 students (14% of the pre-K-12 students) with disabilities and their families, caregivers, educators and advocates. Because there is a reluctance to diagnose children under the age of five with certain disabilities (particularly autism), the target population also includes an additional number of children under the age of five (and their families) who may not have been formally diagnosed with a disability or have yet to receive early intervention services.

2. Describe how you have communicated with the target population to determine their needs. Describe your findings and what you are currently doing to address these needs. (15 points).
   We conducted a community needs assessment via surveys and interviews over a 4-week period in February, 2012 (see Appendix B). 48 participants completed a survey that asked parents, caregivers, educators, and advocates about what types of programs, materials and technology they would like to see the library provide for children with disabilities and their families and caregivers. The survey was made available online on the library website as well as in hard copy format, and was distributed to target families via the Coventry school system. Of those surveyed, 43 total respondents expressed an interest in programming; of those, a majority (83%) indicated an interest in a peer playgroup, 79% indicated that they would be
interested in parent workshops, and 66% indicated that they would be interested in story
times for children with disabilities.

In terms of library materials, an overwhelming number of respondents (almost 94% of the
total) indicated that they would like us to provide more audio books; 81% indicated they
would like more books and information about disabilities; and 58% indicated they would like
more visual materials about disabilities. 65% of the respondents specifically mentioned a
need for information about community resources available for children with disabilities and
their families.

In terms of technology, a large majority (81%) of respondents wrote that touch screen
computers would be useful; 79% indicated that iPads with disability-specific apps would be
valuable; and 74% requested text-to-speech software. Eight of the respondents wrote that
they would like us to provide the same software that the schools used (e.g., Boardmaker).
The last question on our survey was open-ended, and asked how we could make our
materials, databases and programs more accessible to children with disabilities. Fifteen of the
respondents specifically wrote that one of the biggest obstacles to using library services that
they face is fear: fear that their child won’t be accepted (by library staff and other patrons)
and that their child will not be able to fully participate in traditional library programs and
activities.

The results of interviews conducted with community stakeholders including parents,
teachers, and staff of local community agencies and organizations made it clear to us that
services, materials and opportunities for children with disabilities and their families in our
community are fragmented and inadequate. The interviewees overwhelming indicated that, as
one of our collaborators stated, “It is important that families have a place in the community
where they feel comfortable, welcome and supported.” And although the library currently provides some materials that are useful to children with disabilities and their families (a small collection of audio books and some visual and print materials about disabilities), there is a very large gap between what these families need and what we currently offer.

3. **Describe how your project addresses the need(s) of your community. (5 points)**

The *All Aboard! A Library for Children of All Abilities* project proposes to address the needs indicated by the results of our community needs assessment by focusing on four objectives:

1. Collection development to add materials and resources in a variety of formats that address the needs of children with disabilities and their families.

2. Inclusive programming to welcome children of all abilities and their families, caregivers, advocates and educators and provide a connecting link between families and other community agencies.

3. The addition of inclusive technology and software that is useful and accessible to children of all abilities.

4. Training that helps staff to better understand and serve children with disabilities and their families.

The above objectives will be accomplished with the collaboration of parents, community and professional organizations and other professionals (see Appendix A) in order to create a secure base that supports families and not only gives them access to resources, but also promotes a sense of belonging.
4. What data (e.g., statistics, community input, professional research) supports your project? (5 points)

Because "the best approach for creating an environment that all people can use is to apply 'universal design' principles" (Mates, 2011), the All Aboard!: A Library for All Children project incorporates technology that provides multiple means of representation, action, expression and engagement. These inclusive types of technology help create an environment in which a person with or without a disability feels comfortable. Additionally, "there is a bonus to patrons, as there isn't a stigma attached to having to have accommodations made for their disability" (Mates, 2011).

Inclusion, as a philosophy and a national movement, is an important component of this project. Inclusion "reflects the efforts of parents and professionals trying to reverse the isolation experience by those with disabilities" (Feinberg, 1999, p. 3). The Division for Early Childhood of the Council for Exceptional Children/National Association for the Education of Young Children issued a joint position statement that offers a definition of inclusion:

"Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining feature of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports."

(DEC/NAEYC, 2009)

Inclusion benefits not only families and children with disabilities but those families and children without disabilities who participate in an inclusive situation as well as the staff involved in making it happen (Feinberg, 2009). The principles of inclusion shape all aspects of the All Aboard!: A Library for Children of All Abilities project.
The Coventry Lions Club will support the *All Aboard!: A Library for Children of All Abilities* by organizing a fundraiser that will help raise money for an adapted, touch screen computer for the Children’s Room, one of the technology items that 81% of the participants in our community needs assessment indicated would be of significant value to children with disabilities (see Appendix A). The Coventry Lions Club has supported the Booth & Dimock Library’s Children’s Room for many years by funding a subscription to TumbleBooks and helping to fund computers and accessories for the Lions Den, a section of the Children’s Room specifically set aside for child-friendly computers with appropriate games and software.

As part of our matching funds, the library will purchase an iPad with apps geared toward children with disabilities (see Appendix H). The participants (79%) in our community needs assessment, and many of the Coventry Public School special education teachers that we spoke with, indicated that an iPad would be of tremendous value to children with disabilities and their families.

The *All Aboard!: A Library for Children of All Abilities* project proposes to incorporate the use of an interactive whiteboard in inclusive programming for children with disabilities and their families (see Appendices C and E). In brief, an interactive whiteboard is a presentation device that interfaces with a computer and data projector. The computer image is displayed on the board by the data projector to create a large, interactive touch screen. An interactive whiteboard is the perfect type of facilitator for inclusive, accessible programming for children with disabilities. It embeds UDL principles and ensures children can access, use and engage with learning materials in multiple ways.

An interactive whiteboard can accommodate multiple learning styles including tactile, audio and visual (Bell, 2002). Because it provides multiple ways of representing information using
interactive text, images, sound and video files, it engages a broad range of learners. The touch-sensitive screen, in particular, gives multiple options for interacting with displayed information, including by finger, pen tool or other object. The interactive whiteboard will be used in the All Aboard! Playgroups (see Section 2, 5) and the Rhythm & Rhyme Sensory Story Times (see Section 2, 5) and in other inclusive programming for children and families. We plan to use Boardmaker and other interactive whiteboard software programs and utilities (some free) to create story time plans and activities, visual schedules, and other activities – the possibilities are endless. For an example of some of the activities possible using the interactive whiteboard, see the Smart Inclusion Wiki at http://smartinclusion.wikispaces.com/Activities.

Inclusive technology is something that the whole community can benefit from. For children with disabilities, it levels the playing field. Because the Coventry school system has embraced both iPads and interactive whiteboards, children will learn about their potential and be better prepared for arrival in the classroom. Much as we present young children with crayons and markers to foster the skills of writing, it is critical that as a community we provide children with access to a variety of technology. We can’t expect Kindergarten students with no experience using crayons to grab hold of one and write their name; similarly, we can’t expect students for whom 21st century skill development is essential to see the potential of technology with no prior exposure.

5. Describe in clear, specific terms what will be done and for whom, including a timeline for the project. (10 points)

The Booth & Dimock Memorial Library’s All Aboard!: A Library for Children of All Abilities project has four main objectives, and the tasks, activities and timeline associated with each of these are listed below.
In addition to the objectives listed below, the Coventry Lions Club will organize and run a fund-raiser for the Booth & Dimock Memorial Library to raise money towards the purchase of an adapted, touch screen computer for the Children’s Room (see Appendix A).

**TIMELINE: September, 2012.**

Additionally, the Head of Children’s Services will conduct a presentation about the *All Aboard! A Library for Children of All Abilities* at a meeting of the Northeast Children’s Librarians’ Roundtable (of which she is co-chair).

**TIMELINE: May, 2013.**

**COLLECTION AND RESOURCE DEVELOPMENT**

The tasks and activities in this category will be carried out by Jennifer Needham, Head of Children’s Services of the Booth & Dimock Memorial Library (with assistance as noted).

a. Identify, acquire and catalog resources and materials pertaining to disabilities (books, books on CD, visual materials, toys) to add to the Juvenile and Parenting Collections (with the assistance of part-time library staff).

**TIMELINE: July – September, 2012 and ongoing.**

b. Identify, acquire and process resources and materials to add to the Parent & Professional Resource Center. These tasks will be accomplished with the assistance of part-time library staff and with the aid and resources of the following organizations and individuals (also see Section 2, A, 6) : Arlene Lugo, Program Director, CT Tech Act Project, Bureau of Rehab Services; Beacon Services of CT; Coventry Human Services; Coventry Parks & Recreation; CT Parent Advocacy
Center, Inc.; Coventry Public School System; Coventry S.T.E.P.S. Collaborative; Linda Drake, Nutritionist and Program Director, Expanded Food and Nutrition Education Program (EFNEP), University of CT.

c. Create and have printed three “My Library” books. Local photographer Wayne English will shoot, develop and edit the photographs used in these books. One “My Library” book will be added to the Booth & Dimock Memorial Library’s Juvenile Collection for circulation, one will be given to the Coventry School System and one will be given to the Coventry Early Childhood Center. Visit http://www.thejointlibrary.org/autism/resources.htm for examples of these social stories.

**TIMELINE:** July – September, 2012.

d. Create and have printed two “Library Special Needs Communication Guides.” These guides will be adapted, with permission, from the “Library Special Needs Communication Guide” created by the Scotch Plains Public Library and the Fanwood Memorial Library (http://www.thejointlibrary.org/autism/resources.htm).

**TIMELINE:** August – September, 2012.

e. Create booklists of materials of interest to families and advocates of children with disabilities.

**TIMELINE:** August – September, 2012 and ongoing.
INCLUSIVE PROGRAMMING

The tasks and activities in this category will be carried out by Jennifer Needham, Head of Children’s Services of the Booth & Dimock Memorial Library (with assistance as noted).

a. Schedule dates of the *All Aboard! Playgroup* and the resource professionals and other collaborators who will be attending each session. The playgroups will include music, crafts, story books and sensory stimulation via toys, manipulatives and technology. For children with developmental disabilities, autism, and sensory processing disorders, this need for experiencing the world through what they see, touch, smell and hear is of primary importance. In addition, each playgroup session will feature a guest speaker from the community and professional organizations to speak to parents and caregivers about topics of concern.

The collaborators will include: Arlene Lugo, Program Director, CT Tech Act Project, Bureau of Rehab Services; Beacon Services of CT; Coventry Fire Department; Coventry Human Services; Coventry Parks & Recreation; Coventry Police Department; Coventry Public School System; Coventry S.T.E.P.S. Collaborative; Linda Drake, Nutritionist and Program Director, Expanded Food and Nutrition Education Program (EFNEP), University of CT; Terri Carpenter, President, Cold Noses, Warm Hearts (also see Section 2, A, 6).

**TIMELINE: July – September, 2012.**

b. Identify and acquire a selection of toys and manipulatives (for use in the *All Aboard! Playgroup* and *Rhythm & Rhyme Sensory Story Time*) that enhance child development and allow children with diverse abilities to experience a variety of sensory feedback and stimulation. These tasks will be accomplished with the assistance of part-time library staff and with the aid and
resources of the following organizations and individuals (also see Section 2, A, 6): Beacon Services of CT; Coventry Early Childhood Center; CT Parent Advocacy Center, Inc.; Coventry Public School System; Coventry S.T.E.P.S. Collaborative.

**TIMELINE: July – September, 2012.**

c. Create materials to be used in inclusive programming (visual schedules, interactive story plans, etc.) using Boardmaker and Interactive Whiteboard software.

**TIMELINE: August – October, 2012 and ongoing.**

d. Identify and acquire supplies for the craft component of the *All Aboard! Playgroup*.

**TIMELINE: August – October, 2012 and ongoing.**

e. Begin monthly *All Aboard! Playgroup* (with the assistance of collaborators mentioned above in b. and part-time library staff).

**TIMELINE: October – June, 2012 and ongoing.**

f. Beacon Services, Inc. will present a series of parent workshops on various topics pertaining to autism (toilet training, feeding issues, behavior problems, facilitating language development, teaching play skills, funding for services (See Appendix A).

**TIMELINE: October, 2012 and ongoing.**

g. The CT Parent Advocacy Center, Inc. will present a series of workshops for parents about topics (to be determined by targets) relevant to families of children with disabilities.
TIMELINE: November, 2012 and ongoing.

h. Schedule dates of the Rhythm & Rhyme Sensory Story Time. The story times will include music, crafts, story books and sensory stimulation via toys, manipulatives and technology. For children with developmental disabilities, autism, and sensory processing disorders, this need for experiencing the world through what they see, touch, smell and hear is of primary importance.

TIMELINE: January, 2013.

i. Begin Rhythm & Rhyme Sensory Story Time (with the assistance of part-time library staff).

TIMELINE: March, 2013 and ongoing.

INCLUSIVE TECHNOLOGY

The tasks and activities in this category will be carried out by Jennifer Needham, Head of Children’s Services of the Booth & Dimock Memorial Library, with the assistance of Arlene Lugo, Program Director, CT Tech Act Project, Bureau of Rehab Services.

a. Purchase and set up the Interactive Whiteboard for use in inclusive programming (All Aboard! Playgroup, Rhythm & Rhyme Sensory Story Time, etc.) (See Appendices C and E).

TIMELINE: July - September, 2012.

b. Purchase and process iPad, iPad accessories and iPad apps (for use at Children’s Circulation Desk, by patrons and in inclusive programming). The iPad apps will be chosen, in part, with
feedback from the targets (see Appendix H). The iPad will be accessible to patrons at all times, and will be included for use in the All Aboard! Playgroups and Rhythm & Rhyme Sensory Story Times.

TIMELINE: July - September, 2012.

STAFF TRAINING

a. Kathie Snow will present her training teleseminar “Libraries For All: Welcoming People With Disabilities” for the staff of the Booth & Dimock Memorial Library (also see Section 2, A, 6 and Appendix F).

TIMELINE: September, 2012.

b. Arlene Lugo, Program Director, CT Tech Act Project, Bureau of Rehab Services will train staff on the use of the Interactive Whiteboard and the iPad, as well as the use of the accessibility features present in the Windows environments of the OPACS.

TIMELINE: September, 2012.

c. Staff will receive customer service training to heighten awareness of issues relating to the autism community and empower them to provide better service to this growing population. Staff will watch the customer service training video “Libraries and Autism: We’re Connected,” developed by the Scotch Plains Public Library and the Fanwood Memorial Library (http://www.thejointlibrary.org/autism/video.htm).
6. Indicate who will do the work; describe their qualifications and experience as they relate to this project. (5 points)

Jennifer Needham will be the Project Director. Jennifer is Head of Children’s Services at the Booth & Dimock Memorial Library, where she has worked for over nine years. She has recently taken two intensive, online training courses that have proven exceptionally helpful in planning and preparing library services and materials that will meet the needs of children with disabilities and their families. These classes are described below:

“Libraries and Autism: We’re Connected,” offered by the Library of Virginia, was taught by Meg Kolaya and Dan Weiss, directors of the ALA-ALCSA award-winning Libraries and Autism: We’re Connected project (www.thejointlibrary.org/autism/). The course helped attendees: gain an understanding of Autism Spectrum Disorder (ASD), current research, theories and controversies; identify problems and issues in delivering effective customer service in the library to those on the spectrum, their families and teachers; learn basic, easy to implement tips and strategies for delivering excellent customer service; assess their library’s strengths and weaknesses in relation to universal access and service to the developmentally disabled; develop individualized tools to assist in providing excellent services; strategize special projects and/or library-based programming for the ASD community; and develop an action plan to position the library as an effective community resource.

“Children with Disabilities in the Library” was offered by the American Library Association. The course looked at inclusive programming, assistive technologies, staff attitudes and legal considerations, and helped the attendees collaboratively develop strategies for determining needs and identifying resources that can be consulted when children with disabilities and their families visit the library for help and information.
The Coventry Lions Club is part of Lions Club International, the world’s largest service club organization. They will organize and run a fund-raiser for the Booth & Dimock Memorial Library to raise money towards the purchase of an adapted, touch screen computer for the Children’s Room.

The following individuals will attend at least one session of the *All Aboard! Playgroup* (See Appendix A):

- Marianne Barton, Ph.D., Associate Clinical Professor; Director of Clinical Training; Director, Psychological Services Clinic, University of Connecticut. Dr. Barton is a member of the Coventry S.T.E.P.S. Collaborative.


- Linda T. Drake, M.S., Nutritionist and Program Director, Expanded Food and Nutrition Education Program (EFNEP), Dept. of Nutritional Sciences, University of Connecticut.

- Christine Eichelberger, Ph.D., State Director, Beacon Services of Connecticut, Inc.

- Arlene Lugo, ATP, Program Director, CT Tech Act Project, Dept. of Social Services/Bureau of Rehabilitation Services.

- Kelly Misovich, MS, Special Education Teacher, Coventry Grammar School.

- Crystal Morawitz, Youth Services Coordinator, Coventry Human Services.

- Mark A. Palmer, Chief of Police, Coventry Police Department.

- Marilyn Piecuch, Early Childhood/Special Education Coordinator, Coventry Early Childhood Center.
Nancy Prescott, Executive Director, CT Parent Advocacy Center, Inc.

Wendy L. Rubin, CPRP, Director, Coventry Parks and Recreation.

Sharon Sandman, M.A., CCC-LP, Speech/Language Pathologist, Assistive Technology Facilitator, Special Education Department Chair, Coventry High School.

♦ Kathie Snow will present a staff training seminar called “Libraries for All: Welcoming People with Disabilities.” Kathie is the author of Disability is Natural: Revolutionary Common Sense for Raising Successful Children with Disabilities (See Appendix F and 2, A, 5).

♦ Beacon Services of Connecticut, Inc. provides early intervention services via the Birth-to-Three System, and serves clients in the Coventry/Tolland/Stafford Springs area. They will present a series of parent workshops on various topics pertaining to autism, as well as aid the Head of Children’s Services in selecting appropriate materials for the All Aboard! Playgroup, the Parent & Professional Resource Center, and the Rhythm & Rhyme Sensory Story Time. They will also help publicize the library’s resources and programs (See Appendix A and 2, A, 5).

♦ Arlene Lugo, ATP, Program Director, CT Tech Act Project, Dept. of Social Services/Bureau of Rehabilitation Services, will provide staff training on assistive technology devices, as well as aid the Head of Children’s Services in selecting appropriate materials for the Parent & Professional Resource Center (see Appendix A and 2, A, 5).

♦ The CT Parent Advocacy Center, Inc., is a non-profit, federally and state funded organization that supports families of children (birth – 26) with any disability or chronic illness by providing resources and information. They will present a present a series of workshops for parents about topics relevant to families of children with disabilities, as well as aid the Head of Children’s
Services in selecting appropriate materials for the All Aboard! Playgroup, the Parent & Professional Resource Center, and the Rhythm & Rhyme Sensory Story Time. They will also help publicize the library’s resources and programs (See Appendix A and 2, A, 5).

♦ S.T.E.P.S. is Coventry’s Early Childhood Collaborative, and will aid the Head of Children’s Services in selecting appropriate materials for the All Aboard! Playgroup, the Parent & Professional Resource Center, and the Rhythm & Rhyme Sensory Story Time. They will also help publicize the library’s resources and programs.

7. **Describe how you will ensure that targets in your community will learn about the project and its expected benefits and how they can participate. (5 points)**

Community collaboration is an essential component in making sure that we reach our target audience. Our partnerships (see 2, A, 6) will allow us to increase our potential for reaching the families that need our materials, programs and services the most. Specifically, we will promote the *All Aboard!: A Library for Children of All Abilities* project in the following ways:

a. Create and have printed 1000 brochures that describe the services, programs and materials available for children with disabilities and their families at the Booth & Dimock Memorial Library. The brochures will distributed both in the library and via the following outlets: the Coventry School System; Coventry Human Services; the S.T.E.P.S. Collaborative; Coventry Early Childhood Center.

b. Create and have printed 500 flyers that publicize the monthly All Aboard! Playgroup. The flyers will be distributed both in the library and via the following outlets: Beacon Services of CT, Inc.;
the Coventry School System; Coventry Human Services; the S.T.E.P.S. Collaborative; Coventry Early Childhood Center.

c. Publicize the services, programs and materials available for children with disabilities and their families via the following outlets: Beacon Services of CT, Inc.; the Booth & Dimock Memorial Library newsletter; the Booth & Dimock Memorial Library e-newsletter; the Booth & Dimock Memorial Library’s website; the Booth & Dimock Memorial Library’s Children’s Room Facebook page; the Booth & Dimock Memorial Library’s main Facebook page; the CT Parent Advocacy Center; The Daily Dragon (the Children’s Room blog); local newspapers; the Coventry Lions Club; the Coventry School System; Coventry Human Services; the S.T.E.P.S. Collaborative; Coventry Early Childhood Center; CT Parent Advocacy Center.

B. **Statement and Measurement of Benefits, Outcomes, Outputs**

1. **Express your project’s specific measurable outcome(s) as one or more outcome statements, e.g.: [Number and/or per cent] of a [specific target population] will [report, demonstrate, exhibit] an [attitude, skill, knowledge, behavior, status or life condition] in a [specified quantity] in a [specified timeframe and/or circumstance].** (15 points)

60% (20) of the parents and caregivers attending the *All Aboard! Playgroup* will indicate that they moderately (2 points on a 5 point scale), highly (3 points), or significantly (4 points or more) are more likely to take advantage of community resources within 8 months of the playgroup’s commencement.

60% (20) of the parents and caregivers attending the *All Aboard! Playgroup* will indicate that they moderately (2 points on a 5 point scale), highly (3 points), or significantly (4 points or more) feel more connected to and less isolated from other members of their community within 8 months of the playgroup’s commencement.
60% (20) of the parents and caregivers attending the *All Aboard! Playgroup* will indicate that they moderately (2 points on a 5 point scale), highly (3 points), or significantly (4 points or more) increased their knowledge of a topic of concern after attending a playgroup.

60% (20) of the parents and caregivers using the Parent & Professional Resource Center will indicate that they have moderately (2 points on a 5 point scale), highly (3 points), or significantly (4 points or more) increased their knowledge of a topic of concern within 3 months of using the Center.

100% (16) of staff members report that their skill at interacting with children with disabilities and their families increased by 70% (on a scale of 1 to 5) after completing the staff training workshops.

2. **Provide samples of pre/post surveys, interview forms, and/or other measuring instruments. (10 points)**
   Please see Appendix G for pre/post surveys and interview forms.

3. **Identify the project's outputs generically. (5 points)**
   - 1 fundraiser held.
   - 8 *All Aboard! Playgroups* held.
   - 3 *Rhythm & Rhyme Sensory Story Times* held.
   - 1 “Libraries for All: Welcoming People with Disabilities” staff training workshop held.
   - 1 staff technology training session held.
   - 3 (at least) Parent Education Workshops held.
• 70 audio books added to Juvenile Collection.
• 50 books added to Juvenile Collection.
• 25 DVDs added to Juvenile Collection.
• 5 computer software programs added to the Juvenile Collection.
• 1 iPad (with apps and accessories) purchased.
• 3 “My Library Book” social stories created.
• 2 “Special Needs Communication Guides” created.
• 1 Interactive Whiteboard (with accessories) purchased.
• 1 Parent & Professional Resource Center created.
• 1000 brochures created and printed.
• 500 flyers created and printed.
• 40 toys and manipulatives purchased.
• 2 bibliographies created.
• 1 presentation to Roundtable given.

Section 3. ADDITIONAL REQUIREMENTS (15 points)
Each grant category has additional requirements; even if you have already addressed these specific requirements elsewhere, you must also provide answers here.

Services to People with Disabilities

1. Identify the specific disabilities that the grant will address;
The disabilities that this grant addresses include, but are not limited to, developmental delays, Down Syndrome, pervasive developmental disorders, learning disabilities, autism spectrum disorders, ADHD, emotional disturbances and traumatic brain injuries.

2. **Before applying for funding in this grant category, you were instructed to conduct a needs assessment and work with stakeholders to determine what materials, software, equipment will be purchased, or programs will be conducted. Describe your results;**

We conducted a community needs assessment via surveys and interviews over a 4-week period in February, 2012 (see Appendix B). 48 participants completed a survey that asked parents, caregivers, educators, and advocates about what types of programs, materials and technology they would like to see the library provide for children with disabilities and their families and caregivers. The survey was made available online on the library website as well as in hard copy format, and was distributed to target families via the Coventry school system.

Of those surveyed, 43 total respondents expressed an interest in programming; of those, a majority (83%) indicated an interest in a peer playgroup, 79% indicated that they would be interested in parent workshops, and 66% indicated that they would be interested in story times for children with disabilities.

In terms of library materials, an overwhelming number of respondents (almost 94% of the total) indicated that they would like us to provide more audio books; 81% indicated they would like more books and information about disabilities; and 58% indicated they would like more visual materials about disabilities. 65% of the respondents specifically mentioned a need for information about community resources available for children with disabilities and their families.
In terms of technology, a large majority (81%) of respondents wrote that touch screen computers would be useful; 79% indicated that iPads with disability-specific apps would be valuable; and 74% requested text-to-speech software. Eight of the respondents wrote that they would like us to provide the same software that the schools used (e.g., Boardmaker).

The last question on our survey was open-ended, and asked how we could make our materials, databases and programs more accessible to children with disabilities. Fifteen of the respondents specifically wrote that one of the biggest obstacles to using library services that they face is fear: fear that their child won’t be accepted (by library staff and other patrons) and that their child will not be able to fully participate in traditional library programs and activities.

The results of interviews conducted with community stakeholders including parents, teachers, and staff of local community agencies and organizations made it clear to us that services, materials and opportunities for children with disabilities and their families in our community are fragmented and inadequate. The interviewees overwhelming indicated that, as one of our collaborators stated, “It is important that families have a place in the community where they feel comfortable, welcome and supported.” And although the library currently provides some materials that are useful to children with disabilities and their families (a small collection of audio books and some visual and print materials about disabilities), there is a very large gap between what these families need and what we currently offer.

3. Include a staff training/development component.

Kathie Snow will present her training teleseminar “Libraries For All: Welcoming People With Disabilities” for the staff of the Booth & Dimock Memorial Library (also see Section 2,
Arlene Lugo, Program Director, CT Tech Act Project, Bureau of Rehab Services will train staff on the use of the Interactive Whiteboard and the iPad, as well as the use of the accessibility features present in the Windows environments of the OPACS.

Staff will receive customer service training to heighten awareness of issues relating to the autism community and empower them to provide better service to this growing population. Staff will watch the customer service training video “Libraries and Autism: We’re Connected,” developed by the Scotch Plains Public Library and the Fanwood Memorial Library (http://www.thejointlibrary.org/autism/video.htm).
Section 4. PROJECT BUDGET (5 points) Amount Requested: $11,013

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<tr>
<td></td>
<td>a. fringe</td>
<td>0</td>
<td>0</td>
<td>238</td>
</tr>
<tr>
<td>2.</td>
<td>Travel</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>Supplies</td>
<td>1133</td>
<td>710</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Equipment</td>
<td>3554</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>Rental (space)*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6.</td>
<td>Postage</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7.</td>
<td>Phone</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8.</td>
<td>Contractual</td>
<td>500</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9.</td>
<td>Printing</td>
<td>564</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>Library Materials</td>
<td>4,700</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11.</td>
<td>Other (Specify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12.</td>
<td>TOTAL</td>
<td>11,013</td>
<td>710</td>
<td>2161</td>
</tr>
</tbody>
</table>

* In-kind only

If the applicant is a public library or primary or secondary school and intends to use any LSTA funds to purchase computers or peripherals used to access the Internet or to pay for direct costs associated with accessing the Internet, the applicant must comply with the requirements of the Children's Internet Protection Act (CIPA). Signature below certifies that they are in compliance with CIPA or are not using LSTA funds for such purposes.

Organization name: Booth & Dimock Memorial Library

Signature of Library Director

Date

Kristi Sadowski/Amy Dexter (Co-Directors)
Typed Name of Library Director
Section 5. BUDGET NARRATIVE (15 points)

Explain how proposed grant and matching funds will be expended. Refer to Instructions for Completing LSTA Project Budget for amount and type of detail required.

1. Ensure that the funds are budgeted for allowable costs and relate to project activities.

2. Substantiate costs. Provide documentation for all expenses. In the case of adaptive technology, supply documentation for purchases using both LSTA and local, matching funds. Documentation may include copies of product catalogs or printouts/screeshots of webpages providing a detailed description of the item.

<table>
<thead>
<tr>
<th>1. Personnel</th>
<th>LSTA Funds $563</th>
<th>45 part-time staff hours @ $12.50/hour spent on program assistance and cataloging and processing materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Local Match a. $1,923</td>
<td>100 hours @ 19.23/hour for the Head of Children’s Services to order, catalog and process materials, write publicity, plan and provide programs, create booklists.</td>
</tr>
<tr>
<td></td>
<td>b. $238</td>
<td>Fringe benefits calculated for the Head of Children’s Services.</td>
</tr>
<tr>
<td>2. Travel</td>
<td>LSTA Funds None</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Local Match None</td>
<td>None</td>
</tr>
<tr>
<td>4. Equipment</td>
<td>LSTA Funds $3554.00</td>
<td>OneBoard Interactive Whiteboard: $1,102.20 (See Appendices C and E) – it is not necessary to have an internet connection to use its features.</td>
</tr>
<tr>
<td></td>
<td>Sources</td>
<td>Costs/Details</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Elevation Wallmount/Cart</td>
<td>LSTA Funds</td>
<td>$847.24 (See Appendix E)</td>
</tr>
<tr>
<td></td>
<td>Local Match</td>
<td>None</td>
</tr>
<tr>
<td>Ultra Short Throw Projector</td>
<td>LSTA Funds</td>
<td>$1248.30 (See Appendix E)</td>
</tr>
<tr>
<td></td>
<td>Local Match</td>
<td>None</td>
</tr>
<tr>
<td>Shipping Costs</td>
<td>LSTA Funds</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Local Match</td>
<td>None</td>
</tr>
<tr>
<td>5. Rental (in-kind)</td>
<td>Local Match</td>
<td>None</td>
</tr>
<tr>
<td>6. Postage</td>
<td>LSTA Funds</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Local Match</td>
<td>None</td>
</tr>
<tr>
<td>7. Phone</td>
<td>LSTA Funds</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Local Match</td>
<td>None</td>
</tr>
<tr>
<td>8. Contractual</td>
<td>LSTA Funds $500</td>
<td>For Kathie Snow’s teleseminar (See Appendix F)</td>
</tr>
<tr>
<td></td>
<td>Local Match</td>
<td>None</td>
</tr>
<tr>
<td>9. Printing</td>
<td>LSTA Funds $564</td>
<td>Printing services from Vistaprint:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1000 brochures for $288.20 that describe the services, programs and materials available for children with disabilities and their families at the Booth &amp; Dimock Memorial Library (See 2, A, 7).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>500 flyers for $211.22 that publicize the monthly All Aboard! Playgroup (See 2, A, 7).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Printing services from Prestige Printing:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 “My Library Books” for $45 (See 2, A, 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 “Special Needs Communication Guides” for $20 (See 2, A, 5).</td>
</tr>
<tr>
<td>10. Library Materials</td>
<td>LSTA Funds $4,700</td>
<td>70 audiobooks @ $30 each = $1800</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50 books (print) @ $15 each = $750</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25 DVDs @ $20 each = $500</td>
</tr>
<tr>
<td></td>
<td>Local Match</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Toys and manipulatives - $1650</td>
</tr>
</tbody>
</table>
|                |                          | Our project collaborators and the targets themselves will be aiding us in the selection of toys and manipulatives (for use in the All Aboard! Playgroup and Rhythm & Rhyme Sensory Story Time). However, there are some items that we have identified ahead of time as being useful, and these items include:
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>From Beyond Play:</td>
<td>Texture Squares - $44.95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Play tunnel - $129.99</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adapted Big Vibrating Bug - $29.95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bubber (set of 6) - $74.95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bubber/Moon Sand Accessories - $44.95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kimochis Hugtopus Boxed Set - $24.95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dado Planks - $44.95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P’kolino Multi-Use Easel - $134.99</td>
<td></td>
</tr>
<tr>
<td>From Playworks.net:</td>
<td>Bilibo - $30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meteor Storm - $9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rainbow Waterfall Tube - $12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thunder Tube - $12</td>
<td></td>
</tr>
<tr>
<td>From Lakeshore Learning:</td>
<td>Sand/water table – $199.99</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bead sequencing kit - $39.99</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beanbag Learning Center - $149.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Giant Sight &amp; Sound Tubes - $69.95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Big Beanbag Seat - $59.95</td>
<td></td>
</tr>
<tr>
<td>From Fatbrain:</td>
<td>Sensory Balls - $14.95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hide-Me Tent - $59.95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Light-Up Wizard Ball - $9.95</td>
<td></td>
</tr>
<tr>
<td>Local Match</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>11. Other (Specify)</td>
<td>LSTA Funds</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Local Match</td>
<td>None</td>
</tr>
</tbody>
</table>
Section 6. ADA REQUIREMENTS (5 points)

**Libraries must ensure that programs are accessible to persons with disabilities.**
1. Document your plans to make the activities in your grant program accessible to people with disabilities.

In addition to the activities, materials and technology already described as part of this grant application, the physical space in the library is accessible to people with disabilities. Materials will be purchased in a range of formats (including video, spoken word, Braille, computer software and manipulatives) and a range of levels to assist people with hearing, sight, and cognitive disabilities. We will use the resources of the CT State Library’s Library for the Blind & Physically Handicapped, the CT Parent Advocacy Center’s lending library, and the CT Tech Act’s Loan Program.

We may provide individuals with disabilities with services such as extended loan periods, extended reserve periods, library cards for proxies, reference services by fax or email, home delivery service, remote access to the OPAC, remote electronic access to library resources, and American Sign Language (ASL) interpreters at library programs. In addition, all publicity and surveys will be distributed in both print and electronic formats. And because it is crucial that people are aware of the accessibility options offer, we will publicize all the ways in which our facilities, programs and materials are accessible to all.

If your project involves developing a webpage, is it in compliance with federal website accessibility guidelines at [http://www.section508.gov/](http://www.section508.gov/)?

Yes ☐  No ☐  Not Applicable ☒


February 22, 2012

To Whom It May Concern:

I am writing on behalf of Coventry Public Schools in support of Booth and Dimock library’s LSTA grant proposal in the category of Serving People with Disabilities. We look forward to collaborating with library personnel in identifying and providing much needed services for community members with disabilities and their families. The following are some of the areas of support we can provide:

- Consultation with appropriate school staff in the purchasing of materials and technology for children with disabilities
- Publicity via school networks
- School staff providing some resources, consultation and participation in playgroup meetings designed to include children with disabilities

Coventry is a small town with strong community support. Additional programming, materials and services at the library would strengthen the community and school connection as well as give our residents with disabilities and their families much needed additional community based resources.

Thank you in advance for your support.

Sincerely,

Barbara K. Trinks
Pupil and Staff Support Services
BKTIm

PUPIL & STAFF SUPPORT SERVICES DEPARTMENT
1700 MAIN STREET, COVENTRY, CONNECTICUT. 06238. (860) 742-7317, FAX (860) 742-4567