

State Library of North Carolina
2018-2019 LSTA Online Signature Page

Print this page, obtain the required signatures in blue ink, scan the PDF and return it with the application as one attachment to LSTA@ncdcr.gov by 2:00 PM on February 28, 2018.

Project Title: Practicing Inclusivity Grant Type: Project Grant
Institution/Library: Durham County Library Year 1 of 2
Mailing Address: 101 East Morgan Street
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LSTA Funds Requested this year: \$ 95735
Matching Funds: \$ 39089
Project Total this year: \$ 134824

Project Abstract:

Practicing Inclusivity: Establishing a Multi-Sensory Environment, Inclusive Playroom, and Mobile Adaptive Technology and Sensory Units for Transformation Main would provide programs, services, resources, and spaces for all members of the community, with special emphasis on individuals with special needs. The goal of Practicing Inclusivity is to focus on individuals with special needs, including, but not limited to: autism, developmental delays, emotional disabilities, hearing impairments, intellectual disabilities, orthopedic impairments, specific learning disabilities, speech and/or language impairments, traumatic brain injuries, vision impairments, and other health impairments. The Multi-Sensory Environment, Inclusive Playroom, and Mobile Adaptive Technology and Sensory Units at the renovated Main Library will allow for Durham County Library to expand and improve services, spaces, and programs for individuals with special needs, an important part of the Durham County community who have largely been underserved in the library.

Certification and Signatures (please sign in blue ink)

We are aware of and agree to comply with all state and federal provisions and assurances required under this grant program. If awarded grant funds, we assure that we will carry out the grant project according to the approved grant application. This application has been authorized by the appropriate authorities of my institution/library.

Tammy Baggett
Printed name of library director

Tammy Baggett
Signature of library director

Feb. 23, 2018
Date

Wendell M. Davis
Printed name of local government or institutional authorizing official

[Signature]
Signature of above official

Feb 23, 2018
Date

Durham County Library intends to apply for a Multi-Year Project Grant for *Practicing Inclusivity: Establishing a Multi-Sensory Environment, Inclusive Playroom, and Mobile Adaptive Technology and Sensory Units for Transformation Main* in the amount of \$95,735.00 in FY 1, and 75,000.00 in FY2. Durham County Library (DCL) will be responsible for the match of this program, and for providing opportunities for continued sustainability and enhancement. *Practicing Inclusivity* supports all three goals from North Carolina's LSTA Five Year Plan: it strengthens the capacity of DCL through essential technologies, spaces, and staff training; it expands access to library resources and programs for people with different or special needs; and, it allows DCL to effectively engage with an underserved portion of the community served.

1. LIBRARY USERS AND NEED

A. Current and Potential Library Users

In summer 2016, Durham County Library hosted the first week-long photography camp for teens: "Documentary Photography: Discovering the World through Camera and Lens" at the MakerLab at Main Library. This program was created as a result of the Project Literacy and Lifelong Learning Grant for the Teen Tech Learning Lab – "Where Science and Imagination Collide!". Two of the teen participants identified as being on the autism spectrum. After a week of daily classes and photography workshops, the mother of one of the teens approached the Project Manager and shared that the photography program was the first time her son had been fully engaged in a class, that he excitedly shared about the class each night at home, and that she felt he had finally found a place where he could make friends and thrive. That Project Manager is one of two DCL staff members being proposed as Project Co-Managers for *Practicing Inclusivity*. This is not the first instance of a parent of a student with special needs approaching one of the proposed Project Co-Managers with laudatory feedback about the programs and services offered at Durham County Library and their ability to ignite the imaginations of their child. That said, while Durham County Library has offered some resources and services to members of our community with special needs, this group continues to be woefully underserved within our library system.

In FY 2016-2017, 858,360 people visited Durham County Library locations. According to the US Social Security Administration, one in five, or 56 million Americans live with a disability.¹ Based upon this statistic, at least 171,672 of the community members who came through the doors of Durham County Library in FY16-17 were individuals living with disabilities or special needs.

Practicing Inclusivity: Establishing a Multi-Sensory Environment, Inclusive Playroom, and Mobile Adaptive Technology and Sensory Units for Transformation Main would provide

¹ (n.d). Facts, Social Security. Social Security Administration. <https://www.ssa.gov/disabilityfacts/facts.html>

programs, services, resources, and spaces for all members of the community, with special emphasis on individuals with special needs. The goal of *Practicing Inclusivity* is to focus on individuals with special needs, including, but not limited to: autism, developmental delays, emotional disabilities, hearing impairments, intellectual disabilities, orthopedic impairments, specific learning disabilities, speech and/or language impairments, traumatic brain injuries, vision impairments, and other health impairments. The Multi-Sensory Environment, Inclusive Playroom, and Mobile Adaptive Technology and Sensory Units at the renovated Main Library will allow for Durham County Library to better serve individuals with special needs who are established library customers, and to appeal to and better serve individuals with special needs who are not current library users.

B. Demonstrated Need

Engaging with the world occurs through our senses, but as many as one in six children experience sensory processing symptoms that effect their everyday lives.² And, as mentioned above, as many as one in five Americans have some type of disability or special need. A common denominator in individuals with special needs is sensory dysfunction, or sensory processing disorder. Sensory dysfunction “describes the condition in which a person’s brain is unable to process or organize sensory information from either the body or the environment in an appropriate or effective manner.”³

In Durham County Public Schools (DPS) in 2014-2015, there were 4,521 students with Individualized Education Plans, or IEPs.⁴ Individualized Education Plans are mandated by the Individuals with Disabilities Act, for any student with a disability.⁵ This does not include students in Durham County who are served by schools other than those in the DPS system. For example, The Hill Center, which focuses on transforming students with learning differences, serves approximately 750 students per year, with 175 in a school year program, 150 in a summer program, and 375 in a tutoring program (B. Brander, personal communication, October 19, 2017). Even with The Hill Center, there are limited specialized schools for students with special needs in Durham, with many being in Raleigh or Chapel Hill.⁶ Furthermore, there are only three certified adult day care centers in Durham County.⁷ The estimated population of Durham County in 2014 was 251,893.⁸ With the current, exponential growth of Durham, this number is only rising. This means that approximately 50,378 people in our community have a special need,

² A. Ben-Sasson & A. S. Carter & M. J. Briggs-Gowan (2009). Sensory Over-Responsivity in Elementary School: Prevalence and Social-Emotional Correlates. *Journal of Abnormal Child Psychology*. 37:705–716

³ Lashno, Mary. (2010). *Mixed Signals*. Bethesda, MD: Woodbine House

⁴ National Center for Education Statistics. (2017). District Details. https://nces.ed.gov/ccd/districtsearch/district_detail.asp?ID2=3701260

⁵ UNC School of Education. (n.d). Learn NC: Individualized Education Plan. <http://www.learnnc.org/reference/Individualized+Education+Plan>

⁶ (2017). Special Education Programs. Durham Network of Care. <http://durham.nc.networkofcare.org/mh/services/subcategory.aspx?tax=HH-8000>

⁷ (2017). Certified Adult Day Care and Adult Day Health Programs. https://files.nc.gov/ncdhhs/10-9-2017%20MASTER%20ADULT%20DAY%20CARE-DAY%20HEALTH%20PROGRAMS%20CONTACT%20INFORMATION.PDF?Z6ART7_ZLRAKvxcik55PUxq0UqA1jESu

⁸ (2016). Population of Durham, NC. Population.us. <http://population.us/nc/durham/>

including sensory dysfunction. Existing resources are not able to meet the needs of this substantial portion of the population. Our community needs quality, free programs, services, and resources. We believe the Durham County Library, through *Practicing Inclusivity*, can help meet some of this need.

Programming

Historically, services and programs have been offered at Durham County Library for individuals with special needs. These offerings, however, have typically been limited, designed and implemented by a small handful of staff who are knowledgeable about the need to serve this community. In 2012, the Durham County Library Community Engagement Administrator and proposed Project Co-Manager launched a storytime for adults with special needs at Stanford L. Warren Branch Library. The Sensory Storytime initiative began for one adult day care of 12 adults with special needs and grew to include a program of six Sensory Storytimes. This Sensory Storytime program served three adult day care centers, two Durham Parks and Recreation summer camps, and teens from the local Hillside High School Exceptional Education Program. In working with just these six groups and organizations there was a weekly attendance of between 60-90 individuals with special needs at library programs. Three additional adult day care centers and two other high schools requested that the Sensory Storytime program be expanded. Unfortunately, with the staff and resources available at that time, it was not possible to expand the program.

The popularity and success of the Sensory Storytime was noticed by the Urban Librarians Council, which did a special feature of the program in 2013 as an Innovative Initiative.⁹ Since that feature, the Project Co-Manager has received regular inquiries from national and international library systems hoping to replicate the program and its success. The most recent request was from a library in Auckland, New Zealand, on October 11, 2017.

With the increased emphasis on STEAM (Science, Technology, Engineering, Arts, and Math) programming, the Main Library Interim Manager and proposed Project Co-Manager has noticed a growing presence of individuals with special needs. Just like the photography program mentioned above, parents of students with special needs have shared with the Interim Manager how the interactive, hands-on programming appeals to their children. There have been numerous requests for programs specifically designed for people with special needs. But, it's not just parents requesting programs for their children. Durham County Library staff members partnered with the Senior Center's adult day care program to provide programs, such as DIY: Building Your Own Terrarium and Learning Facebook. These programs have been met with such interest and success that this is now an ongoing and monthly partnership, and has expanded to include Senior Centers in rural areas of Durham County.

The regular inquiries to the Project Co-Managers about programs for individuals with special needs, coupled with the limited resources available to this underserved population, demonstrate

⁹ https://www.urbanlibraries.org/sensory-storytime-for-special-needs-adults-innovation-852.php?page_id=175

that there is a need for inclusive and specifically tailored programs for individuals of all ages with special needs.

Services and Staff Training

Specific programming is not the only need of this population. Individuals with special needs are often discriminated against and met with preconceived notions and prejudices. Unfortunately, this occurs within the library as well. Some staff's incomplete understanding, knowledge, and training has meant an inability to effectively serve this demographic within the library. This lack of awareness is most apparent in the manner in which this population is referenced. Individuals with special needs have been referred to as "those people," "your special people," and "the retarded" by library staff members of all levels—professional to paraprofessional, administrators to pages.

There have also been challenges with staff awareness of the need to accommodate individuals with special needs. On one occasion, staff refused to help an individual in a wheelchair move a chair so that they could access the computer. In another instance, when a patron with vision impairments asked for assistance in increasing the font size on a computer screen, multiple staff were unable to help because they had not been appropriately trained. When a mother asked to observe a children's program to monitor the behavior of her son on the Autism Spectrum, staff refused to accommodate the request. And, on another occasion, a grandmother was ridiculed and embarrassed when her granddaughter had a meltdown in the teen room of a library location, and staff informed security that the family had to be removed from the "quiet zone." All of these instances highlight that all library staff have a critical role to play in serving people with special needs and that staff training to ensure that staff are kind, capable, and effective in those roles needs to be a priority within the library system. It is our hope that the selection of *Practicing Inclusivity* as a multi-year project would not only provide funding for staff training, but would also emphasize that serving communities of individuals with special needs is an important priority that can and should be addressed within our library system.

Inclusive Spaces

In order to effectively serve our population with special needs, Durham County Library needs a combination of specific programming, enhanced staff training and awareness, and spaces that are designed to be inclusive of and sensitive to this community. In late summer 2017, the Community Engagement Administrator met with a focus group of mothers with special needs to discuss their use of the library and its resources. During the discussion, many of the mothers in the group revealed that they would not take their children with special needs to the library for fear of meltdowns in "quiet" and new spaces, and little understanding or help from staff. They also shared that they were afraid of trying to include their child with special needs in a typical library program, and wished there were more specific services and programs for children with special needs. A number of the mothers even confessed to taking their other children to the library regularly, but not their children with special needs.

These focus group revelations led to a discussion of what services and resources the library could provide to encourage these mothers to visit the library with their children with special needs. The

responses were resoundingly similar. The mothers wanted a safe space designated for children with special needs within the library, a refuge to utilize as needed. They shared that they would feel more comfortable knowing that the library provided specific technology and resources that would appeal to individuals with special needs, both inside of this environment and throughout the library. The mothers emphasized that staff must be trained to work with individuals with special needs, focusing on the idea that staff should know how to talk directly to the child or person with special needs, rather than ignoring or discriminating out of ignorance. They discussed the importance of a cohesive, single location, and accessible collection of materials about different disabilities and featuring characters with special needs. Finally, the mothers stressed the importance and benefits of programming specifically for children with special needs, and also programs that are adaptable for the whole family, including the children with special needs.

From focus groups, to pioneer programs, to instances with staff, it is apparent to the Project Co-Managers that there is a need for expanding and improving how individuals with special needs are served by Durham County Library. In order to meet these needs, we propose the creation of multi-sensory environments, intensive staff training, and expanded programming within the Durham County Library system through *Practicing Inclusivity*.

2. PROJECT TITLE

Practicing Inclusivity: Establishing a Multi-Sensory Environment, Inclusive Playroom, and Mobile Adaptive Technology and Sensory Units for Transformation Main

3. PROJECT DESCRIPTION (2-3 page narrative)

Too frequently, there are limited opportunities for individuals with special needs. This population is often underserved within our communities.¹⁰ Few Durham County Library programs specifically focus on serving this population.¹¹ Storytime programs for children are hallmarks of public library services. Storytimes are designed to meet a number of children's developmental needs such as literacy and language acquisition, reading comprehension, relaxation and enjoyment, and social cognition and awareness. Durham County Library also offers extensive programming for older populations that encourage similar developmental factors. These are the same types of programs that are needed by individuals with special needs; yet we, as a library system, are not providing them. Furthermore, as mentioned in the need statement, we are not encouraging the use of our libraries within the DCL system by persons with special needs, because we do not have inclusive spaces and appropriately trained staff.

We plan to meet this need and better serve this community through the initiatives in *Practicing Inclusivity*, including creating a Multi-Sensory Environment and Inclusive Playroom in the

¹⁰ American Library Association. (2009) Services to Persons with Disabilities: An Interpretation of the Library Bill of Rights. American Library Association Council.

<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/servicespeopledisabilities>

¹¹ Nord, Leslie L. (2015). Reaching Out: Library Services to the Developmentally Disabled. *Public Libraries Online*. Sept/Oct 2014. <http://publiclibrariesonline.org/2015/01/reaching-out/>

renovated Main Library; creating Mobile Adaptive Technology and Sensory Units; extensive staff training; and expanding programming specifically designed for people with special needs.

Establishing a Multi-Sensory Environment (MSE) and Inclusive Playroom

Research shows that the behavior of individuals with sensory processing deficiencies, including autism, brain injury, challenging behaviors, dementia, developmental and cognitive disabilities, mental health illnesses, PTSD, and more, benefit greatly from Multi-Sensory Environments (MSEs), or Sensory Rooms. We will use the terms MSE and Sensory Room interchangeably. These spaces allow persons with special needs to interact with the world in ways that they typically cannot, due to differences such as mobility, vision, or hearing, to name a few.¹² A Sensory Room provides a dedicated space where those with special needs and/or sensory dysfunction can both relax and be intellectually stimulated.¹³ Sensory Rooms allow for individuals to control and manipulate many aspects of the environment, including light and sound just to name a few.¹⁴ Sensory Rooms empower individuals with special needs by allowing them control of their environment, an aspect and quality of life that they may not be able to experience otherwise.

We propose to create this kind of enriching Sensory Room on the ground floor of the renovated Main Library in downtown Durham. This room would be near a dedicated STEAM (Science, Technology, Engineering, Arts, and Math) space to enhance STEAM and other programming opportunities. The Sensory Room would also be near the auditorium, easily accessible for those who may need to step out of another program to utilize the Sensory Room. In the Sensory Room we have proposed a number of technologies and items to promote sensory interaction, such as interactive floor panels, bubble tubes, and fiber optic lights. We have also included plans for tactile interactive play panels on the walls. In the planned Sensory Room, individuals of all ages would be able to control the environment to fit their specific therapeutic, leisure, and/or educational needs. This Sensory Room would allow customers of all ages the ability to control, manipulate, intensify, or reduce sensory stimulation. The Sensory Room would allow customers to change behaviors, increase focus and attention, and would encourage self-esteem and a sense of welcome to our customers with special needs.

Similarly, we propose an Inclusive Playroom in the Children's Area on the first floor of the library. This room would feature many items to address and engage many of the same sense and sensory needs, including some of the same sensory elements as the designated Sensory Room, but would be located in an area that is more convenient to parents and children who may be using library services or programs in the children's area. Responding to the focus group's desire for a safe space where children with special needs can interact safely and with other children, the Inclusive Playroom would be an adaptable environment designed with sensory features for children of all ages and ability levels. While the designated Sensory Room on the ground floor would be open to all ages and abilities as well, the Inclusive Playroom is specifically designed to

¹² Ibid.

¹³ Hidden Angel Foundation (n.d.). What Are Multi-Sensory Environments? Christopher Douglas Hidden Angel Foundation. <http://www.cdhaf.org/what-are-multi-sensory-environments/>

¹⁴ Ibid.

promote inclusive play and interaction between children of all ability levels. Children with special needs and their parents will have the option of the specific Sensory Room or the Inclusive Playroom.

Both the Sensory Room and Inclusive Playroom would encourage families with special needs individuals to visit the library – and to feel safe and comfortable doing so. They would now have the ability to manipulate and control various aspects of their environment to match their particular needs. These rooms would also allow patrons with special needs the ability to remove themselves from stressful situations and have time in a safe, calm, and enclosed space.

Expanded Service through Staff Training and Mobile Adaptive Technology and Sensory Units

As important as it is to create welcoming and inclusive physical spaces for people with special needs, those spaces cannot stand in for or succeed without appropriately trained and equipped staff to serve the population. As described within the statement of need, often times individuals with special needs have not been accommodated, or have been treated unfairly by Durham County Library staff. If we are to have an inclusive library, it cannot just be the space. *Practicing Inclusivity* will incorporate various levels of staff training. First, select staff will travel to different Multi-Sensory Environments in North Carolina and Virginia and will meet with staff and persons who have pioneered best practice methods for working with and supporting people with special needs and sensory environments. We will bring in experts in this field to offer system-wide training for all staff. This training will be evaluated and adapted by DCL staff, and will become regular training for all new hires and current staff. Staff's capacity to assist individuals with special needs will be expanded even further through the Mobile Adaptive Technology and Sensory Units. These mobile carts would include various adaptive technologies, such as weighted lap pads, GoToTalks, noise cancelling headphones, and iPads that would allow staff to assist people with special needs throughout the building. We want persons with special needs to be welcome throughout the whole of the library, not just in two specific rooms. These mobile units would allow for that flexibility and for the ability to have programming for individuals with special needs throughout the library. This flexibility and adaptability, along with staff who are trained to provide caring, respectful, customer service, will demonstrate our commitment to the individuals in our community with special needs.

Expanded Programming Opportunities

Finally, *Practicing Inclusivity* will allow us to expand our programming opportunities for those with special needs. As mentioned in the focus group, and in the experience with STEAM programs, there has been a consistent call from parents of children with special needs, and from persons with special needs, for programs that specifically meet their needs. At DCL, it is our desire to be a community-centered library and to respond to the needs and desires of our customers and community. *Practicing Inclusivity* will allow us to do just that by increasing programming for individuals with special needs. It is our goal to use the spaces and equipment provided, along with appropriately trained staff, to expand sensory storytime options and to begin STEAM and tutoring programming specifically for those with special needs. We plan to

partner with outside performers to provide sensitive, engaging, and interactive programming for people with special needs and others. It is our goal to create various digital and physical guidebooks and handouts to library programs and resources for people with special needs. These guides would help explain what families and individuals can expect at programs and in the library, so that they can be prepared for their visit.

Through inclusive spaces and programs, paired with assistive technologies and knowledgeable, considerate staff, *Practicing Inclusivity* will allow the Durham County Library system to better serve those with special needs in our community. It is our goal that this project will not only allow us to serve this population, but will transform DCL into an inclusive environment that is an example to and for other libraries in North Carolina and throughout the country.

4. PREPARATION

Practicing Inclusivity has been a goal of the Community Engagement Administrator since Sensory Storytime began at Stanford L Warren Branch Library in 2012. With the renovation of Main Library, Durham County Library is reevaluating the system-wide plan of service and strategic plan. In these discussions, the Library Executive Leadership Team has identified areas where DCL can improve service to the community. *Practicing Inclusivity* and our services to people with special needs were one of these areas.

For this project, two Project Co-Managers have been identified. The first Project Manager is Faith Burns, the Interim Manager of Main, who is highly involved in Durham County's and the architect's planning process for the renovated building. As the Project Manager of the Project Literacy and Lifelong Learning Project Grant for the Teen Tech Learning Lab at Durham County Library, Faith Burns witnessed the growth of individuals with special needs at library-related programming and has spoken with many parents and community partners, hearing their desire and the need for more specific services, programs, spaces, and resources for individuals with special needs.

The second Project Co-Manager is Sarah Alverson, the Community Engagement Administrator for Durham County Library. Having successfully pioneered the Sensory Storytime program discussed above, Sarah Alverson is acutely aware of the degree to which those with special needs are being underserved by our library system. She has learned this through running the Sensory Storytime program and the focus group, as discussed above.

Meetings have been scheduled with the architects to involve them in the process of creating an MSE and Inclusive Playroom, as well as developing fallback plans. Financial support has been secured from the Resources and Finance Officer as budget expert, facility support from the Facilities Manager and the County Project Manager, as well as additional library staff for specialized training. A number of community partners have been identified, including Christopher Douglas Hidden Angels Foundation, an organization that specializes in creating Multi-Sensory Environments, special needs teachers in both Durham and California, Durham

Parks and Recreation, local occupational therapeutic offices, and Easter Seals UPC Children's Center in Charlotte, where there is already an established Multi-Sensory Environment.

Additionally, in preparation for this proposal, the Co-Project Managers have sought the expertise and advice of the professionals at TFH USA. TFH USA specializes in Special Needs Toys and has worked with organizations across the globe to establish MSEs. Prior to this proposal, the Co-Project Managers have submitted information to TFH for a consult of the design of an MSE. The proposal from TFH is designed to scale, and includes the equipment proposed for the MSE. The proposal from TFH has allowed for us to get an evidence based and experience backed design for the MSE, to ensure that the space is efficient, effectively, and purposefully designed. The proposal from TFH USA can be found in **APPENDIX I: PROPOSAL FROM TFH FOR MSE.**

Furthermore, in order to gain hands on knowledge and best practices for the successful implementation and execution of a Multi-Sensory Environment, the Project Managers have planned trips to several MSEs within the states of North Carolina and California. These trips are proposed prior to the grant award period, in order to insure that the planning processes for the MSE and Inclusive Playroom at the transformed Main Library follow best practices and procedures and demonstrate Durham County Library's commitment to improving services for individuals with special needs. One of these visits occurred during December 2016, when the proposed Co-Project Managers traveled to Charlotte, NC to observe a sensory-specific performance of the Nutcracker by the Charlotte Ballet. Another visit is planned to San Diego, CA in March of 2018 to attend the 33rd Annual California State University Northridge Assistive Technology Conference and to visit several MSEs within local school districts. These evidence gathering visits have allowed and will allow the Project Managers to speak with the professionals who designed and run the spaces on a daily basis. It will allow for practical knowledge transfer and viewing of technology in use in appropriate spaces and with different populations. From these site visits and conference attendance, the Project Managers will deepen their understanding of the technologies proposed within this application—how the technologies will be utilized and how they will most successfully serve the community and function within the transformed Main Library.

5. LENGTH OF PROJECT

The proposed length of *Practicing Inclusivity* is two years. During much of the first year of funding, Main Library is being completely renovated and is therefore closed to the public. This transformation period allows a unique opportunity to allocate funding, time, and resources to making sure that the renovated library is an inclusive space. Year one will focus on equipping and designing the Multi-Sensory Environment and Inclusive Playroom. It will also focus on purchasing and installing the adaptive technologies needed throughout the building to increase the inclusivity of the entire library. Additionally, during this time key staff members will begin training and preparations for implementing services and programs for people with special needs.

The DCL Marketing team will begin promoting the Multi-Sensory Environment during this time as well.

In the second project year, Main Library will re-open to the public. In this year, DCL will focus on staff training and specific programming. Staff will be equipped to provide excellent customer service to individuals of all abilities and to create and implement programs tailored to individuals with special needs. In year two, supplies will be purchased for sensory programs that will be developed and implemented. New resources and services will be marketed to coincide with the grand opening of the renovated library. Durham County Library intends to hold a kick-off event for the MSE and Inclusive Playroom featuring an inclusive author(s) talk and programs. The author(s) targeted for the talk will have authored books featuring characters with special needs. This in-kind program will highlight the new inclusivity focus of the Durham County Library Main Library. Then, building upon this momentum, we will begin to provide programs and services specifically for individuals with special needs, including a Sensory Storytime for adults and teens which will require funds for program supplies and resources.

6. PROJECT PARTNERS

For *Practicing Inclusivity*, DCL will both strengthen existing partnerships and create new relationships with key organizations within the community to maximize the capacity, impact, and output of the project. There has been strong support for this project from community partners already, as well as library users and potential users. Emphasis on partnerships will be in year two of the award period. Key organizations targeted for partnerships will include groups such as Durham Parks and Recreation, Durham Public Schools, and the Boys and Girls Club of Greater Durham.

When speaking with community partners about this proposal, some indicated the desire to write letters of support to demonstrate their commitment to *Practicing Inclusivity* and sustaining a partnership with the library. One of these community partners is Rene Daughtry, CEO of Aisymmetry, LLC. Aisymmetry has partnered with Durham County Library on the Teen Tech Learning Lab Project Literacy and Lifelong Learning Grant, helping with the establishment of robotics programs throughout the system. Throughout this project, the Project Manager and Mr. Daughtry realized that the programs offered by the library in conjunction with Aisymmetry, LLC, drew members of the community who had special needs, particularly on the autism spectrum. For this project, Rene and his Aisymmetry team plan to work with Durham County Library to implement STEAM programs specifically for individuals with special needs, as well as workshops on Presentation Skills, Personal Branding, and Social Media. These projects will aim to develop soft skills in persons with special needs in addition to the STEAM education. His letter of support can be found in **APPENDIX II: Letters of Support**.

7. PROJECT TIMELINE

FY 1: TIMEFRAME	ACTIVITIES FOR FY 2019 2018-2019	PERSON(S) RESPONSIBLE
	FY Goals: <ol style="list-style-type: none"> 1. Create a Multi-Sensory Environment in the new Main Library. 2. Develop the playroom in new Main to be an inclusive environment for children with special needs. 3. Create mobile technology and sensory units to be used for individuals with special needs. 	
June, July, August, September 2018	<ul style="list-style-type: none"> - If grant award is given, place award on Board of County Commissioners agenda immediately following award. - Upon BoCC approval, work with Durham County Finance and Budget Departments for fund code information - Work with architects, County and library personnel as well as consultants to design and develop the plan for the Multisensory Environment and Inclusive Playroom. 	<ul style="list-style-type: none"> - Faith Burns, Interim Manager of Main; Sarah Alverson, Community Engagement Administrator; Sandra Lovely, Assistant Director for Planning & Facilities; Vines Architects; other DCL staff and County personnel as needed - DCL Marketing Division - Kathy Makens, Resources and Finance Officer; Durham County Budget and Finance Offices - Durham County BoCC - TFH Consultants
August and September 2018	<ul style="list-style-type: none"> - Work with County HR and appropriate library staff to post, recruit, and hire Special Needs Services Coordinator - Special Needs Services Coordinator starts, begin library training and onboarding process 	<ul style="list-style-type: none"> - Faith Burns; Sarah Alverson; Lakesia Farmer, Library HR Analyst; Durham County HR - Special Needs Services Coordinator

		<ul style="list-style-type: none"> - Faith Burns; Sarah Alverson; Library Training Coordinator (new position yet to be filled)
October, November, December 2018	<ul style="list-style-type: none"> - Continue working with architects, consultants, and other County personnel to plan and design the MSE and Inclusive Playroom. - Purchase equipment for the spaces. 	<ul style="list-style-type: none"> - Sarah Alverson; Faith Burns; DCL staff; Special Needs Services Coordinator - Architects; engineers; county project manager; consultants - TFH Consultants - County Budget and Finance and Purchasing Departments; Library Finance Department
January, February 2019	<ul style="list-style-type: none"> - Begin staff system-wide training with focus on evaluations and assessment of training needs - Continue working with architects, consultants, and others as necessary to purchase supplies and materials for Inclusive Playroom and MSE 	<ul style="list-style-type: none"> - Sarah Alverson; Faith Burns; DCL staff - Vines architects; others as needed - DCL Special Needs Services Coordinator - TFH Consultants
March, April, May 2019	<ul style="list-style-type: none"> - Continue working with consultants, contractors and architects to finalize purchases and installation of equipment - Begin purchasing supplies for Mobile Adaptive Technology Units - Finalize rooms before building opens to staff 	<ul style="list-style-type: none"> - Architects; Contractors; DCL staff; Faith Burns; Sarah Alverson - DCL Special Needs Services Coordinator - TFH Consultants
June 2019	<ul style="list-style-type: none"> - Projected opening of Main Library to staff - Begin staff training and familiarization with MSE and Inclusive Playroom 	<ul style="list-style-type: none"> - Sarah Alverson; Faith Burns; DCL staff - Annie Mountcastle, DCL Grant Writer - Special Needs Services Coordinator

	<ul style="list-style-type: none"> - Prepare award report for FY1; apply for renewal funding of FY2 	
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FY 2: TIMEFRAME	FY 2020 2019-2020 Goals:	PERSON(S) RESPONSIBLE
	<ol style="list-style-type: none"> 1. Implement system-wide professional development and staff training. 2. Evaluate, maintain, and enhance Multi-Sensory Environment and Inclusive Playroom. 3. Begin Inclusive Programming using Multi-Sensory Environment and supplies. 	
July and August 2019	<ul style="list-style-type: none"> - Go through necessary approval processes for funding year 2 (if applicable) - Main Library Staff continue to move into new building and prepare for opening to the public - Staff training in MSE and Inclusive Playroom - Train staff on Mobile Adaptive Technology Carts - Staff training and assessment on working with special needs populations 	<ul style="list-style-type: none"> - Faith Burns, Interim Manager of Main; Sarah Alverson, Community Engagement Administrator; Sandra Lovely, Assistant Director for Planning & Facilities - DCL Special Needs Services Coordinator - DCL staff; primarily Main Library Staff - Consultants for training as needed - TFH Consultants
September 2019	<ul style="list-style-type: none"> - Projected grand opening of renovated Main Library - Host opening showcases for patrons, community groups, and others - Host tours of library and MSE 	<ul style="list-style-type: none"> - Sarah Alverson; Faith Burns; DCL Staff - DCL Special Needs Services Coordinator - Proposed STEAM Librarian, Main Children's and Teen Staff

	<ul style="list-style-type: none"> - Establish community partnerships with targeted groups; begin patron recruitment, schedule school field trips, group visits - Work with DCL Marketing to establish a marketing campaign for the spaces and programs for community members with special needs - Begin purchasing programming supplies - Implement programming for individuals for special needs, their families and sensory modified/inclusive storytimes 	<ul style="list-style-type: none"> - Targeted community organizations such as the Boys and Girls Club, Durham Public Schools, Durham Parks and Recreation, etc.
October 2019	<ul style="list-style-type: none"> - Continue marketing, recruitment of patrons, group visits, and school visits - Continue purchasing programming supplies - Continue programming implementation, with emphasis on evaluation of programming after first months 	<ul style="list-style-type: none"> - Sarah Alverson - DCL Special Needs Services Coordinator - Faith Burns - DCL staff
November 2019	<ul style="list-style-type: none"> - Staff Day training in renovated Main Library with focus on inclusive spaces, Mobile Adaptive Technology Units, MSE and programming for populations with special needs - Evaluate and assess staff awareness and skill levels to ascertain needs for continued training - Continue marketing, recruitment of patrons, group visits, and school visits - Continue purchasing programming supplies - Continue programming implementation, with emphasis on evaluation of programming after first months 	<ul style="list-style-type: none"> - Sarah Alverson - Faith Burns - Main Library Staff - DCL staff - DCL Special Needs Services Coordinator

December 2019 – January 2020	<ul style="list-style-type: none"> - Continue marketing, recruitment of patrons, group visits, and school visits - Continue purchasing programming supplies - Continue programming implementation, with emphasis on evaluation of programming after first months 	<ul style="list-style-type: none"> - Sarah Alverson; Faith Burns; DCL staff - DCL Special Needs Services Coordinator
February – June 2020	<ul style="list-style-type: none"> - Continue marketing, recruitment of patrons, group visits, and school visits - Continue purchasing programming supplies - Continue programming implementation, with emphasis on evaluation of programming - Evaluate programming and staff competency levels - Develop core competencies for staff training and on boarding with new DCL Training Coordinator - Ensure that all DCL staff at all locations maintain awareness and working knowledge of all adaptable technologies on Mobile Adaptive Technology Units - Ensure that sensory guides for Main Library and programs are posted online 	<ul style="list-style-type: none"> - Sarah Alverson; Faith Burns - DCL Special Needs Services Coordinator - DCL staff - DCL Training Coordinator
April, May, June 2020	<ul style="list-style-type: none"> - Begin in-depth assessment and evaluation of projected outcomes for final reporting 	<ul style="list-style-type: none"> - Faith Burns; Sarah Alverson - DCL Special Needs Services Coordinator

8. EVALUATION

Program evaluation is key to maintaining, measuring, and ensuring the success and impact of *Practicing Inclusivity*. Both the Co-Project Managers and Durham County Library are committed to developing and implementing a comprehensive evaluation process for this project that accurately captures both the scope of the program and the impact upon the members of the community both with and without special needs. Analysis of programming data such as attendance, room visits/use, and feedback, will continue to serve as indicators of the effectiveness of the project and will also identify areas to improve and strategies for enhancing the long term initiative.

A. Documentation of Outputs

Utilization of the Multi-Sensory Environment, Inclusive Playroom, and Mobile Adaptive Technology and Sensory Units within the library will be critical for assessing the use and impact of the resources provided through *Practicing Inclusivity*. Visitors to each space will be counted on a daily basis, as well as the number of times technology is utilized from the Mobile Adaptive Technology and Sensory Units. A key indicator of the success of *Practicing Inclusivity* will be an increase in the number of people with special needs who use our libraries and their services.

Program attendance will be measured at every program created and implemented. The number of workshops, sessions, and classes will continue to be documented per common practice with attendance data logged into the library's program/event database, which is currently Communico. Special attention will be placed on capturing attendance at programs specifically designed for those with sensory needs. DCL staff will also create a brief synopsis of each program to include the program description, attendance, and any anecdotal information shared by participants during programming.

Furthermore, the number of programs offered for individuals with special needs, and with sensory modifications first at Main Library and then throughout the Durham County Library System will be measured. This evaluation will demonstrate the effectiveness of the training in staff. Increased staff confidence and knowledge for working with individuals with special needs, will encourage the increase of system-wide program offerings. Tracking the number of sensory specific programs system-wide will also highlight increased offerings and use by our community members with special needs.

Skills gained, ideas explored, and needs met by the MSE, Inclusive Playroom and Adaptive Mobile Technology Carts will be measured in a variety of methods, both quantitative and qualitative. Where applicable, Project Managers will seek feedback from individuals and families of individuals with special needs who utilize the space, programs, technology and services. This feedback will be in the form of anecdotal conversations, written reflections, and/or drawings.

A critical outcome of *Practicing Inclusivity* will be more inclusive and aware staff, who are comfortable with and skilled in working with individuals with special needs. Growth in staff will

be measured primarily through assessments and surveys administered before and after training sessions. Administering the same assessment before and after training will allow Project Managers to see growth due to training and areas of improvement. Before trainings begin, Project Managers will also administer system-wide assessments to staff to gauge where there are gaps in knowledge and expertise and where there are needs for specialized training.

Growth in staff due to *Practicing Inclusivity* will also be apparent through comments and feedback gathered from members of the community with special needs and their families who visit the library and library programs. Feedback from the community about the degree to which staff made them and/or their family members feel welcome will allow Project Managers to assess the degree to which training is having the desired outputs, or the extent to which additional training is needed.

B. Reaching Intended Outcomes

The Co-Project Managers and the Special Needs Services Coordinator will work to gauge the impact of *Practicing Inclusivity* on the community served by the library and to ascertain how community members feel about these programs and services offered by the library. Where applicable, caregivers, family members, and those with special needs will be given adaptable exit surveys and assessments to assess what they did or didn't like about the resources, programs, and space offered by the library. There will be heavy emphasis on anecdotal information about the impact of the project. These reviews and conversations will help the Project Managers and library staff understand where the community members' interests lie and where there is a need for additional resources and services to serve this population.

A large component of assessing if *Practicing Inclusivity* reached intended outcomes will be through continuing to cultivate respectful and trustworthy relationships with individuals having special needs, their families/caregivers, and the organizations that serve them. It is because of the Project Managers' established relationships with these individuals and groups that awareness of the need for *Practicing Inclusivity* arose. As these relationships are strengthened and expanded the Project Managers will seek open and candid feedback about the impact of the program.

Data will also be gathered regarding the use of technologies and program attendance, so that we may determine increases in participation of individuals with special needs, and in their consistency of attendance. Our goal is to see a 60% increase in the number of programs for individuals with special needs and to create an environment where these families and individuals return on a regular basis to attend programs and spend time in the sensory spaces. Our intended outcomes will be met with an increased presence of individuals with special needs, expanded services, and a fully equipped and aware staff who are willing and able to engage and serve this population.

9. BUDGET NARRATIVE

A. Salaries/Wages/Benefits

The Community Engagement Administrator and Interim Manager and Teen Librarian of Main Library are the two FTE Project Managers of *Practicing Inclusivity*. In the first year of the project, the two Project Managers will spend time working with personnel from Vines Architecture, the proposed consulting firm, and other County staff to ensure that the equipment is purchased and properly installed in the new room. In the second year, the Interim Manager will ensure the day to day functionality of the spaces and equipment, as well as ensuring that Main Library staff implement programs and skills taught in training. In the second year, the Community Engagement Administrator will focus on programming, staff training, and inclusive spaces throughout the system. The time spent on this project, which is estimated to be at least 10% time, is an in-kind contribution of Durham County Library to this project.

As a part of the in-kind contribution, Durham County Library is requesting a 53% FTE with benefits library assistant position that will be specifically dedicated to the work of this project. This will be a new position to the library – the Special Needs Services Coordinator. The Special Needs Services Coordinator will be responsible for assisting with implementing programming, upkeep of spaces, and evaluation of the project. The staff member will spend time working to create guides and publications on what to expect at the library for individuals with special needs, and will work with staff on adapting existing programs for a multisensory audience. The proposed position requisition form for the Special Needs Services Coordinator is in **APPENDIX III – Special Needs Services Coordinator PDQ**.

B. Consultant Fees

Pursuant to consultant availability, design needs, and the construction timeline for the renovated Main Library, the Project Managers aim to incur the expert services and opinions of the consultants at TFH USA for the design and installation of the Multi-Sensory Environment. These expenses would be incurred in fiscal year one. TFH USA specializes in equipment for those with special needs and the designing of MSEs. TFH USA has provided design and implementation services for MSE for over 25 years in the US, Canada, and the United Kingdom. The company has designed and installed MSE spaces in private homes, hospitals, daycares, schools, and other locations. Utilizing their specialized knowledge and skills will allow for the Sensory Room at the renovated Main Library to be designed by experts with years of experience in determining the best ways to reach and serve this population. The consulting assistance of experts at TFH will ensure that the MSE is established with evidence-based research and practice to support the equipment purchased and how it is designed. It will be the most effective, reliable, and responsible way to reach the community with special needs and to ensure that the grant funds are allocated appropriately.

TFH Consultants will design trainings for library staff to ensure that they are aware of the MSE and associated technologies and that they are appropriately equipped with the skills they need to work with this population in this space. Because the MSE is a more specialized space that will require integrated technology, the focus of the consulting will be in this space. Prior to the submission of this application, the Project Managers have contacted the experts at TFH for a free consultation of services and design of the MSE. The design is attached to this application in

APPENDIX I. According to estimates in this proposal, \$5,000 has been budgeted for consulting services, with another \$15,000 to pay for the cost of installation of technology and the integration of software needed to control various aspects of the room. Utilizing an all-inclusive service like TFH USA will ensure that the MSE's design and function is of superior quality and technology.

In fiscal year two of the project, consultants will be sought in order to continue and expand trainings for library staff so that they are adequately equipped to work with individuals with special needs, their families, support people, and caregivers. Training in FY2 will focus in three areas: general training for staff provided by the Christopher Douglas Hidden Angels Foundation – a group that specializes in Multi-Sensory Environments; training for staff on how to specifically support youth/students with special needs; and then, finally, training for tutors throughout the system, some of whom are teen volunteers, on how to work with students with special needs. \$11,040.00 has been requested in the budget for consulting services in FY2. Using consulting industry standards, as well as estimated travel costs, these funds include: approximately 80 hours of consulting from the experts at Christopher Douglas Hidden Angels Foundation, travel, lodging, and other incidentals. This fee also includes approximately 23 hours of consulting/training for librarians specifically on how to work with children and students with special needs in order to improve programming offerings and expand support of schools, and then funds specifically to train tutors system wide on how to tutor students with special needs, and most effective ways for working with and supporting students who have Individualized Education Plans.

It is projected that in November 2019, the renovated Main Library will be opened, and that Durham County Library's annual fall Staff Day will be held at the renovated flagship library. Staff Days are day-long trainings where all library staff gather together in one location. On this Staff Day, a focus will be on working with populations with special needs; the MSE, the Inclusive Playroom, and the Mobile Adaptive Technology Units. Project Managers will use consultants to provide training to all staff on these days, with an emphasis upon assessment at the end, to see opportunities for further training. Consultants will then be used to develop additional trainings as determined by Staff Day assessments. Consultants, such as teachers or other specialized educators will be brought in to train library staff and tutors on best practice methods for supporting students and youth with special needs. Many of the students served by tutoring services provided by the library have Individualized Education Plans, and these trainings would allow for the library to better serve this population, and to expand services.

C. Travel, Library Staff

An essential aspect of establishing a Sensory Room and Inclusive Playroom is learning from organizations that have previously implemented the services and areas. As such, travel for library staff is planned into fiscal year one of the award period. Library staff will travel to Charlotte, NC to observe the MSE at Eastern Seals UPC Children's Center and to talk with the staff at the Children's Center about their experience with the space. It is planned that the Co-Project Managers and the Special Needs Services Coordinator would travel to this location. Expenditures for this trip include mileage to drive to Charlotte, NC from Durham, NC; hotel costs for one night for three rooms; and meals. There is included margin for incidentals to account for taxes and inflation of estimates.

In fiscal year two, \$5,000.00 is allocated towards travel for library staff. While the location of travel has yet to be determined, it will be necessary for library staff to identify additional avenues of continuing education related to working with individuals with special needs and MSEs. Possible travel includes visiting other MSEs in the US, attending the annual Adaptive Technology Conference; or trainings as identified. It is crucial that the staff associated with *Practicing Inclusivity* maintain a cohesive and thorough knowledge of the tools, technology, systems, and best practices in place not only for working with individuals with special needs and their families, caregivers, and guardians, but also for working in libraries in general. Travel will include airfare, lodging, and meals.

D. Supplies/Materials

The key outcomes of *Practicing Inclusivity* include establishing a Multi-Sensory Environment or Sensory Room; an Inclusive Playroom; Mobile Adaptive Assistive Technology Units for libraries system wide; specialized programming for community members with special needs; and staff training. These aspects, and particularly those focused on improving spaces and technology for individuals with special needs will require a significant amount of specialized supplies and materials outside the normal range of materials/supplies purchased by Durham County Library. These supplies can be best broken down into the following four categories: supplies for establishing and maintaining a Multi-Sensory Environment; supplies for launching and up-keeping an Inclusive Playroom; supplies for Mobile Adaptive Technology Units; and supplies to increase programming for individuals with special needs and their caregivers, families, and friends.

Many of the supplies for the spaces and adaptive technology units will be purchased in fiscal year one of the award period. For fiscal year one, \$41,359.10 is requested for supplies/materials, with at least \$11,000.00 in in-kind contributions from Durham County Library. The supplies in the Sensory Room are intended to be as adaptable as possible and to allow individuals with special needs the ability to control every aspect of their environment. Expressing this degree of control over their environment empowers individuals with special needs and allows them to assert a degree of control over their surroundings and situations that they may not be able to experience in other settings. The supplies for the Sensory Room include: 2 LED Interactive Bubble Tubes, Interactive Hemisphere Mirror, a touch a color podium, the MSE Genie App, two woodback acrylic mirrors, an interactive fiber optic curtain, a celestia sensory shelf, Bubble Machines, Bubble refills, Aromatherapy fan and light reward system, fiber optic carpet, fiber optic hemisphere table, fiber optic padded platform, fiber optic spray set; Apple iPads (to control environment), soundproofing insulation, outlet plug covers, and attendant call/staff buttons. This request also contains materials needed such as: bubble tube security brackets, bubble tube draining pumps, and bubble tube wipes.

Supplies for the Inclusive Playroom include a three panel activity panel set, a marvelous marble panel, and a 48 inch adjustable activity table. Pictures of these items can be found in **APPENDIX III: EXAMPLES OF SUPPLIES**. These items are tactile in nature to promote sensory engagement for all students.

There are also supplies/materials for both spaces: appropriate outlet plug covers, trackball controllers and touchpads, weighted lap pads, balance seats, GoTalk software; Easy Tech Communication kits, Magnetic Time Trackers, attendant call buttons, large keyboards, noise cancelling headphones. These supplies will allow for sensory adaption in all the spaces based upon the needs of the individual. Many of these supplies will also go on the Mobile Adaptive Technology Units. Furthermore, there is \$5,000.00 written

into the budget for miscellaneous supplies in order to account for items that should be included in the MSE, Inclusive Playroom, or Mobile Adaptive Technology Units, but were not accounted for in the larger list. These supplies may not yet be known to the Project Managers, or could be incidentals. Durham County Library proposes to cover the cost of specialized sound proofing in the MSE, shipping for the materials, and for system-wide access and subscription to Kurzweil reader technology. Kurzweil technology helps individuals with dyslexia, sight impairments, and other needs as well as English as a Second Language learners become more effective readers, learners, and text takers.

As previously mentioned, many of the supplies for the Mobile Adaptive Technology Units and programs are planned for fiscal year two of the award period. In FY1 of the award period, weighted lap pads, and GoToTalks were purchased that will be a part of the units. Mobile Tech Carts are planned for FY2 for Main Library and the four regional libraries. There are plans for Copernicus premium STEM/Maker stations system wide. These stations will also have noise cancelling headphones as well as Apple iPads for using various adaptable technologies and apps in a mobile way. These stations will provide portable sensory materials for programming and for working with the population with special needs in all of our Durham County Library locations, not just at the Main Library. This will help all of our locations to be more inclusive of our community with special needs. A total of 26,337.94 of the 41,562.94 requested for supplies/materials in FY2 of the award period will be devoted to the Mobile Adaptive Technology Units at Main Library and system wide.

The remaining funds for supplies/materials includes \$15,000.00 for programming supplies for programs for individuals with special needs. These funds would create system-wide supplies for these programs, and would include a variety of materials: paints, tactile craft objects, paper crafting supplies, and other materials needed as programs are developed. Based upon the previous Sensory Storytime and research by the Project Co-Managers, it is anticipated that many of these supplies would be tactile, craft supplies that encourage hands-on sensory development.

Finally, in FY2 of the award period, Durham County Library plans at least \$12,000.00 matching funds for supplies/materials. These include up keeping materials purchased in FY1; renewing the Kurzweil subscription, and enhancing the Durham County Library collection as specifically related to individuals with special needs. This includes \$5000.00 to increase both non-fiction and fiction books for all ages. The goal is to increase books both featuring characters with special needs and about special needs – if we are making sure that this community is represented in our spaces and staff training, then they must also be able to easily find themselves in the books and other resources we provide.

E. Equipment that Exceeds \$5,000 per Item

There are two pieces of technology that we anticipate having a cost exceeding \$5,000.00 per item. They are a Nebula Interactive Wall of Light for the Inclusive Playroom in the Children's Area and a Deluxe Mobile Sensory Station. The Nebula Wall of Light is an interactive light wall where children of all ages can play educational games, and fine tune motor skills. The Nebula is a specifically tailored product that can be created to our exact needs and specifications. Nebulas have been successfully used in complex care such as speech therapy and physiotherapy, and in other rehabilitation centers. It is predicted that this will be a main feature of the Inclusive Playroom and will also be utilized in tutoring and educational activities of students with special needs.

The second piece of equipment to exceed \$5000.00 in cost is a Deluxe Mobile Sensory Station. This is a portable sensory station that can be used in any room. This will allow us to better serve and reach

members of our community where they are – if they cannot make it into the designated MSE or if they are at a different location. The Deluxe Mobile Sensory Station will cost \$6,000.00 from TFH USA.

Equipment that exceeds \$5,000.00 per item is not requested in fiscal year two of the award period.

F. Services

In order to strengthen community partnerships and program offerings, Durham County Library intends to enlist the services of known organizations and persons within the community to provide unique program opportunities for individuals with special needs, their families, caregivers, and others. Using third party contractors to provide services will allow for library staff to work with other experts to gain program ideas, and will also allow for the cultivation of new library partnerships for serving this community. In fiscal year one, \$11,375.80 is budgeted for providing programs for people with special needs. Vendors include: Aisymmetry, LLC, to provide a specifically tailored robotics and coding programs system-wide for students with special needs for \$9,000.00. This cost includes materials, programs at different locations, and support of staff as they move towards sustainability. Due to the success of previous robotics programs and the draw of them to individuals with special needs, Aisymmetry is committed to better serving this population through working with the library. \$1,400.00 is budgeted for partnering with HappyMess Art to provide system-wide sensory programs. The Community Engagement Administrator has worked with HappyMess Art previously to provide sensory programs, and has seen firsthand how their programs engage and empower individuals with sensory needs and how these programs bring awareness to the need for more sensory-specific programming. \$975.80 is budgeted for additional honoraria, so that the Co-Project Managers can bring in programming for the community as needed during the first funding period.

Additionally, as an in-kind, 80 hours of marketing support for the MSE, Inclusive Playroom, and programs is included. This is approximately \$2,000.00 of staff time dedicated to specifically supporting this initiative during the first year. Durham County Library will also be purchasing \$790 worth of training modules from the Hidden Angels Foundation for the Interim Manager of Main Library and the Special Needs Services Coordinator.

In the second fiscal year of the award, the Co-Project Managers have budgeted \$17,397.00 for contracted services. This increase is due to the opening of the renovated Main Library with the MSE, Inclusive Playroom, and Mobile Adaptive Technology Units, and the increased emphasis on programming. \$7,400.00 is planned to continue the programming with HappyMess Art and Aisymmetry as detailed above, with emphasis upon enhancing and expanding the programs where applicable. \$3,000.00 has been dedicated specifically to providing STEAM programming for individuals with special needs, utilizing vendors such as Mad Science and Casey's Laugh and Learn. \$5,000.00 has been allocated for additional honoraria/services. This portion of the budget is intentionally written with flexibility to work with vendors on programs that specifically engage and meet the needs and interests of our population with special needs. Our intention is to spend time talking with the individuals and their families, caregivers, and friends as they utilize the new spaces, and to see what they are interested in. Programs will be developed and vendors will be engaged based on the outcomes of these fact-finding conversations.

Additionally, in FY2, \$5,000 of in-kind funding is allocated for a Kick-Off event for the MSE and Inclusive Playroom. It is planned that this event will feature a large scale author (s) talk in the renovated Main Library auditorium space. The author(s) targeted will be those who have penned works featuring individuals with special needs. The Kick-Off event will also have special sensory-friendly features; as

well as corresponding sensory storytimes, and other programs for individuals with special needs and their families, friends, caregivers, and others.

Finally, \$1,997.06 is allocated to support tutoring services for students with special needs, as a large percentage of the students in the program now have Individualized Education Plans. It is anticipated that not only the popularity of the Tutoring and Homework Help program will grow once Main Library reopens, but that the number of students with IEPs in the program will increase. It is imperative for the library to have the ability to secure the expertise and services of individuals who are willing and trained to work as tutors for students with special needs. This funding is to help support the services of these tutors, past training. As in fiscal year one, 80 hours of marketing support for *Practicing Inclusivity* is also written into the budget as an in-kind contribution of Durham County Library.

H. Indirect Costs

Durham County Library will not be including indirect costs in this award proposal.

10. BUDGET TABLES

Request of \$95,735.00 for the first year, \$75,000.00 for the second year.

Budget for FY 1: 2018-2019

	Budget Category	Quantity of Items	Cost per Item	Matching Funds	LSTA Funds
A	Salaries/Wages/Benefits				
	Community Engagement Administrator	10% time		5,200.00	0.00
	Interim Manager of Main	10% time		5,200.00	0.00
	Special Needs Services Coordinator	53% FTE position with benefits		14,899.50	0.00
	Salaries/Benefits Total:			25,299.50	0.00
B	Consultant Fees				
	Consultant Fee TFH USA	TBD	5,000.00	0.00	5,000.00
	Installation Fees	TBD	15,000.00	0.00	15,000.00
	Consultant Fee Total:			0.00	20,000.00
C	Travel, library staff only				
	Trip to Charlotte, NC, to Easter Seals UPC Children's Center for 3 staff, overnight trip <ul style="list-style-type: none"> • Drive: 150 miles * \$0.54 = \$360 for travel • Lodging: 3 rooms * 1 night = \$800 • Add in incidentals 			0.00	2,000.00

	Travel Total:			0.00	2,000.00
D	Supplies/Materials				
	2M Interactive Wireless Bubble Tube	2	2,239.00	0.00	4,478.00
	Interactive Hemisphere Mirror	1	1,737.00	0.00	1,737.00
	Junior Relaxer	2	299.00	0.00	598.00
	36" Woodbacked Acrylic Mirror	2	449.00	0.00	898.00
	Relaxer Positioning Chair	2	489.00	0.00	978.00
	Touch a Color podium	1	1,125.00	0.00	1,125.00
	36" Mirrored Podium	1	489.00	0.00	489.00
	Activity Panel 3 panel set Fiber Optic, Sound and Music, Tactile	2	1,955.00	0.00	3,910.00
	Bubble Tube Draining Pump	1	32.00	0.00	32.00
	Fiber Optic Light Source Housing Box	1	169.00	0.00	169.00
	36" Bubble Tube Security Bracket	2	79.00	0.00	158.00
	Relaxer Positioning Chair	2	489.00	0.00	978.00
	MSE Genie App (Specific to TFH)	1	299.00	0.00	299.00
	Bubble Tube Additive	1	29.00	0.00	29.00
	Bubble Tube Wipes	1	16.00	0.00	16.00
	Marvelous Marble Panel	1	795.00	0.00	795.00
	Celestia Sensory Shelf	1	1,525.00	0.00	1,525.00
	Go Talk Overlay Software	1	79.00	0.00	79.00
	GoTalk20	2	199.00	0.00	398.00
	Easy Tech Communication Kit	1	2,181.00	0.00	2,181.00
	Magnetic Time Tracker	4	29.99	0.00	119.96
	Attendant Call/Staff Button	5	59.48	0.00	297.40
	Big Blu Kinderboard Large Keyboard	2	60.00	0.00	120.00
	Noise Cancelling Headphones	6	250.00	0.00	1,500.00
	Bubble Machine	1	49.00	0.00	49.00
	Aromatherapy Fan and Light Reward	1	869.00	0.00	869.00
	Sensory Mood Ball	2	109.00	0.00	218.00
	Keba Seat	2	195.00	0.00	195.00
	Outlet Plug Covers		300.00	0.00	300.00
	Trackball controller/touchpad	1	200.00	0.00	200.00
	Fiber Optic Carpet with Light Source	1	799.00	0.00	799.00
	UV Textured Wall	1	1,749.00	0.00	1,749.00
	Interactive Fiber Optic Curtain	1	2,019.00	0.00	2,019.00
	Fiber Optic Padded Platform	1	1,677.00	0.00	1,677.00
	4M Fiber Optic Sideglows with Light Source	2	1,499.00	0.00	1,499.00
	Kurzweil reader technology,	1	4,000.00	4,000.00	0.00

	Site/System wide				
	48 inch adjustable activity table	2	552.95	0.00	1,105.90
	Balance Seat	10	70.99	0.00	709.90
	Weighted Lap Pads Small: 45.99 *2 = 91.98 Medium: 57.99 *2 = 115.98 Large: 67.99 *2 = 135.98	6	343.94	0.00	343.94
	Soundproofing Insulation	TBD	2,000.00	2,000.00	0.00
	Apple iPads	4	429.00	0.00	1,716.00
	Miscellaneous Supplies		5,000.00	0.00	5,000.00
	Shipping Fees	TBD	0.00	5,000.00	0.00
	Supplies Totals:			11,000.00	41,359.10
E	Equipment that exceeds \$5,000 per item				
	Deluxe Mobile Sensory Station	1	6,000.00	0.00	6,000.00
	Nebula interactive wall or table	1	15,000.00	0.00	15,000.00
	Equipment Totals			0.00	21,000.00
F	Contracted Services: Program Initiatives				
	Marketing staff time for development of promotional materials for room. \$25/hour for staff time, for 80 hours		2,000.00	2,000.00	0.00
	HappyMess Art – providing system-wide sensory programs to increase awareness of Sensory Room and programming	7 programs* \$200/program	200.00	0.00	1,400.00
	Aisymmetry - Lego Robotics programming and support, specifically tailored to students with special needs on the autism spectrum	Support of programs at 6 locations and kits	9,000.00	0.00	9,000.00
	Miscellaneous Programming Honorarium		975.80	0.00	975.80
	Hidden Angels Foundation MSE Training Modules	2	395.00	790.00	0.00
	Contracted Services Totals:			2,790.00	11,375.80
G	Subtotal			39,089.5	95,734.90
H	Indirect Costs (IDC): applicants must choose one, IDC may only be charged against LSTA Funds.				

	<input type="checkbox"/> The library chooses not to include Indirect Costs.	
I	Total LSTA Funds Requested Round up to nearest dollar; use this total to enter in Online Signature Page.	\$95,735.00

Budget for FY 2: 2019-2020

	Budget Category	Quantity of Items	Cost per Item	Matching Funds	LSTA Funds
A	Salaries/Wages/Benefits				
	Community Engagement Administrator	10% time		5,200.00	0.00
	Interim Manager of Main	10% time		5,200.00	0.00
	Special Needs Services Coordinator	53% FTE with benefits		14,899.50	0.00
	Salaries/Benefits Totals:			25,299.50	0.00
B	Consultant Fees				
	Training and consultant for staff training from Christopher Douglas Hidden Angel Foundation	40 hours of consulting services, typical rate is \$80/hour; additional \$1,000 for travel expenses	4,200.00	0.00	4,200.00
	Consultant on specific library services for students with special needs	23 hours at \$80/hour	1,840.00	0.00	1,840.00
	Training for tutors on how to work with students with special needs		2,000.00	0.00	2,000.00
	Additional honoraria			0.00	3,000.00
	Consultant Totals:			0.00	11,040.00
C	Travel, library staff only				
	Travel for 3 library staff to multi-sensory environments to be determined		5,000.00	0.00	5,000.00
	Travel Totals:			0.00	5,000.00
D	Supplies/Materials				
	AVS Sensory Checklist	1	249.00	0.00	249.00
	Mobile Tech Cart for Mobile Sensory Stations at Main and four regional libraries	6	1,999.00	0.00	11,994.00
	Copernicus Premium STEM/Maker Stations, system wide	6	579.99	0.00	3,479.94
	Sensory Programming supplies, system wide		15,000.00	0.00	15,000.00
	Kurzweil reader technology, Site/System wide	1	4,000.00	4,000.00	0.00

	Bubble refills	25	9.00	0.00	225.00
	Maintenance and upkeep on materials purchased in FY1; and shipping		3,000.00	3,000.00	0.00
	Noise cancelling headphones	16	250.00	0.00	4,000.00
	iPads for mobile tech/inclusivity carts	16	429.00	0.00	6,864.00
	Enhancement of collection of resources for and featuring people with special needs.	Various	5,000.00	5,000.00	0.00
	Supplies Totals:			12,000.00	41,562.94
E	Equipment that exceeds \$5,000 per item				
	No equipment that exceeds \$5,000 per item is planned for FY2				
	Total:			0.00	0.00
F	Services				
	Marketing staff time for development of promotional materials for room. \$25/hour for staff time for 80 hours		2,000.00	2,000.00	0.00
	HappyMess Art – providing system-wide sensory programs to increase awareness of Sensory Room and programming	7 programs 8 \$200/program	200.00	0.00	1,400.00
	Aisymmetry - Lego Robotics programming and support, specifically tailored to students with special needs and on the autism spectrum	Support of programs at 6 locations/new kits	6,000.00	0.00	6,000.00
	Miscellaneous Programming Honorarium – programs to be determined by groups and individuals using the space to meet their particular needs		5,000.00	0.00	5,000.00
	STEAM programming specifically for adults, children, and teens with		3,000.00	0.00	3,000.00

	special needs				
	Tutoring services specifically for students with special needs		1,997.06	0.00	1,997.06
	Kick-off event for MSE and Inclusive Playroom featuring author(s) talk and inclusive programming		0.00	5,000.00	5,000.00
	Services Totals:			7,000.00	17,397.60
G	Subtotal			44,299.50	75,000.00
H	Indirect Costs (IDC): applicants must choose one, IDC may only be charged against LSTA Funds.				
	<input type="checkbox"/> The library chooses not to include Indirect Costs.				
I	Total LSTA Funds Requested Round up to nearest dollar; use this total to enter in Online Signature Page.				75,000.00

MATCHING FUNDS REQUIRED

The required matching funds for FY1 (\$23,934.00) and FY2 (\$24,750.00) will be provided via the library's budget. Durham County Library's matching funds budgeted far exceed this amount, with \$39,089.50 in matching funds for FY1 and \$44,299.50 in matching funds for FY2.

11. SUSTAINABILITY

Durham County Library is committed to increasing inclusive spaces, promoting awareness, and enhancing programs and services for individuals with special needs. As such, Durham County Library is dedicated to the various facets of the proposed *Practicing Inclusivity* initiative. This sustainability is demonstrated in several ways, mainly emphasized in the permanence of the MSE, Inclusive Playroom, and the Special Needs Services Coordinator. These aspects of the project are written into the plans for the renovation, and the position request for the Special Needs Services Coordinator has already been budgeted and proposed to Durham County for initial budget approval. These spaces and the items in them will not end because the funding period ends. The MSE and Inclusive Playroom will continue to be highlighted features of the renovated library for years to come.

Training for staff is a key feature of this project so that they can implement and adapt programs for individuals with special needs. Therefore, the programming will be able to continue after the award period terminates, without a great deal of change.


Durham County Library is committed to replacing and updating equipment in the spaces and the Mobile Adaptive Technology Units if and when needed. The MSE, Inclusive Playroom, and

Mobile Adaptive Technology Units are permanent fixtures in the library, and as such, their upkeep will become part of the library's operating budget. This is demonstrated in FY2 of the award, in that upkeep and maintenance is already budgeted as an in-kind contribution.

12. ABSTRACT

Practicing Inclusivity: Establishing a Multi-Sensory Environment, Inclusive Playroom, and Mobile Adaptive Technology and Sensory Units for Transformation Main would provide programs, services, resources, and spaces for all members of the community, with special emphasis on individuals with special needs. The goal of *Practicing Inclusivity* is to focus on individuals with special needs, including, but not limited to: autism, developmental delays, emotional disabilities, hearing impairments, intellectual disabilities, orthopedic impairments, specific learning disabilities, speech and/or language impairments, traumatic brain injuries, vision impairments, and other health impairments. The Multi-Sensory Environment, Inclusive Playroom, and Mobile Adaptive Technology and Sensory Units at the renovated Main Library will allow for Durham County Library to expand and improve services, spaces, and programs for individuals with special needs, an important part of the Durham County community who have largely been underserved in the library.

APPENDIX I: PROPOSAL FROM TFH FOR MSE.

	TFH (USA) Ltd. - Special Needs Toys			
Durham County Public Library				
Quote #022018MMA				
4537 Gibsonia Rd Gibsonia, PA 15044 T: 800-467-6222 F: 724-444-6411 www.tfhusa.com		SHIP TO: Durham County Public Library ATTN Sarah Alverson 300 N. Roxboro St. Durham, NC 27701		
February 20, 2018				
Code	Description	Price	Qty	
9BC200NW	2M Interactive Wireless Bubble Tube	\$2,239.00	2	\$4,478.00
9NMRS1	36" Woodbacked Acrylic Mirror	\$449.00	2	\$898.00
9BCPDM	36" Mirrored Podium	\$489.00	1	\$489.00
9TACP	Touch A Color Podium	\$1,125.00	1	\$1,125.00
9BCBR36	36" Bubble Tube Security Bracket	\$79.00	2	\$158.00
9MKSS	Celestia Sensory Shelf	\$1,525.00	1	\$1,525.00
8RORXJ	Junior Relaxer	\$299.00	2	\$598.00
8RORX	Relaxer Positioning Chair	\$489.00	2	\$978.00
94MSG	4M Fiber Optic Sideglow w/ Light Source	\$1,499.00	2	\$2,998.00
9FOBX	Fiber Optic Light Source Housing Box	\$169.00	1	\$169.00
9MATW/UV	UV Textured Wall	\$1,749.00		\$1,749.00
9BCPUMP	Bubble Tube Draining Pump	\$32.00	1	\$32.00
9BCCA	Bubble Tube Additive	\$29.00	1	\$29.00
9BCCW	Bubble Tube Wipes	\$16.00	1	\$16.00
9MAPP	MSE Genie iPad Color Controller App	\$299.00	1	\$299.00
9BBMAU	Bubble Machine - Unadapted	\$49.00	1	\$49.00
9FOCP	Fiber Optic Carpet w/ Light Source	\$799.00	1	\$799.00
7ARFL	Aroma Fan and Light Reward	\$869.00	1	\$869.00
7MLNS	Keba Seat	\$195.00	2	\$390.00
9WFOCN	Interactive Fiber Optic Curtain	\$2,019.00	1	\$2,019.00
7SMBL	Sensory Mood Ball	\$109.00	2	\$218.00
Sub - Total				\$19,885.00
Shipping				\$750.00
Total				\$20,635.00



TFH (USA) Ltd.

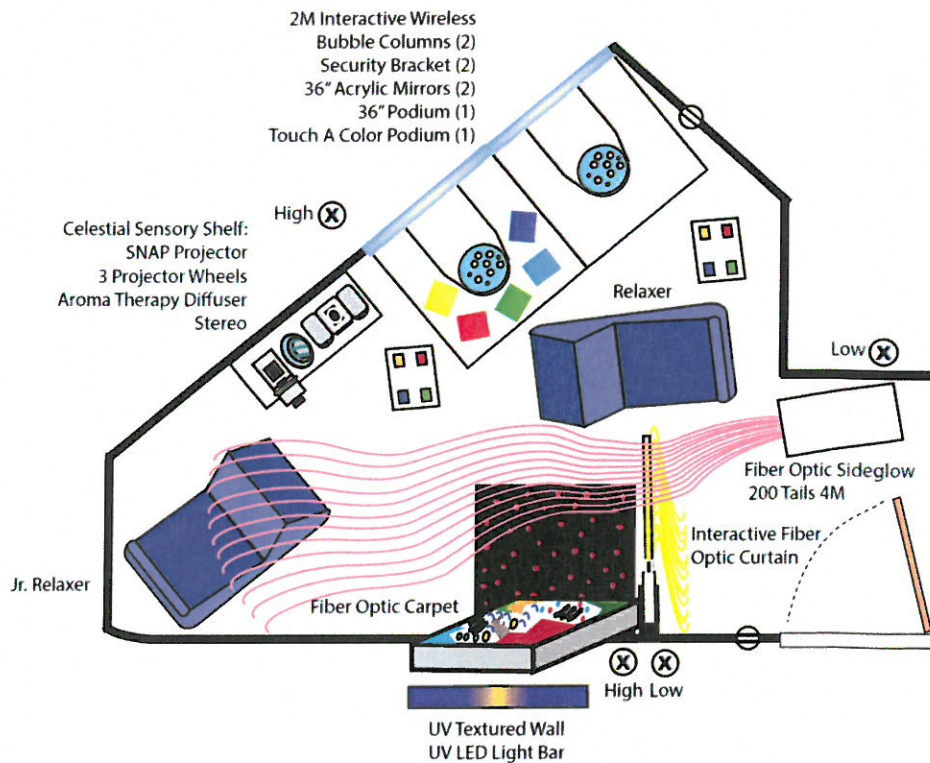
4537 Gibsonia Road, Gibsonia, PA 15044

Phone: 800.467.6222 FAX: 724.444.6411

MULTI SENSORY ENVIRONMENT DESIGN

Durham County Public Library - NC

Design 1



Room Suggestions:

1. Dimmer switch for room lights.
2. All outlets be wired to switch located at the entrance of the room
3. Walls painted eggshell or light neutral.
4. Floor light neutral carpet or tile.
5. Blackout blinds on windows.

*Full Electrical Description can be provided upon design approval.

ROOM SPECS:		KEY:		Prepared by: Brad Felix TFH(USA) Date: Feb. 20, 2018 Approx. Scale: 1" = 3' Tel 412-715-4503 FAX 724-444-6411 email: brad@tfhusa.com
DIMENSIONS: Approx. 7' x 12'6"	CEILING TYPE: N/A WINDOWS:	Existing Outlets	New Outlets	

APPENDIX II: Letters of Support



Aisymmetry LLC
2204 Rocky Bay Court Cary, NC 27519

Faith Burns
Interim Manager, Main Library
Durham County Library
101 E. Morgan Street
Durham NC 27701

Dear Ms. Burns,

Thank you for the opportunity to join in support of your LSTA project and proposal "*Practicing Inclusivity: Establishing a Multi-Sensory Environment, Inclusive Playroom, and Mobile Adaptive Technology and Sensory Units for Transformation Main.*"

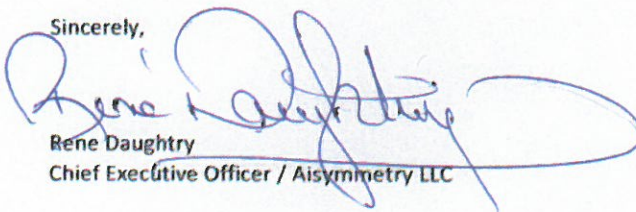
I am very interested in the exciting approach that you are taking to better serve those in our community with special needs in the transformed Main Library. The proposed project is relevant to my work in promoting Science Technology Engineering Arts / Music and Math (STEAM) to everyone in our community

I propose to support the project through partnering with the Durham County Library to offer not only our STEAM Programs but also with the following workshops in Presentational Skills, Personal Branding, Social Media and What is a Robot? Our aim is to assist in developing the soft skills of individuals with special needs

I look forward to my involvement in a project that engages individuals with special needs through multi-sensory environments and programs; adaptive technologies; and better-trained and equipped staff.

Please let me know if you need additional information from me in support of this proposal.

Sincerely,



Rene Daughtry
Chief Executive Officer / Aisymmetry LLC

[illegible][illegible]

If you are completing this questionnaire on a computer generated form, continue to complete each question taking as much space as you need. If you are completing the form by hand and should you require additional space, use as many additional sheets as needed. (Number your answers so they have the same numbers as the questions.) Thank You.

SECTION A: POSITION INFORMATION

Current Classification Title:

Position No.:

Office Assistant – Special Needs Services Coordinator

Department:

Division:

Library

Community Engagement

Name of Immediate Supervisor:

Classification Title:

Sarah Alverson

Administrative Librarian II (Community Engagement Administration)

Reg. Hours Worked: From: 10:00

To: 3:00

Regular days off: varies

Total hours worked per week: 19.87 Usual lunch break: From: 12:00 pm To: 1:00 pm

Primary purpose of organizational unit:

The Community Engagement department at the Durham County Library is responsible for the design and oversight of system-wide community engagement. It coordinates services to special populations, such as those experiencing homelessness, with special needs, sensory differences, who are shut in, etc. The department consists of three units, Family Literacy and Community Services (Bookmobile, Oasis, Discovery Mobile), Hispanic/Multicultural Services, and the proposed Special Needs Services Coordinator. To fulfil the Durham County Library's Mission to lead in literacy and the County's Strategic goal for Community and Family Prosperity and Enrichment, the Community Engagement department strives to improve literacy skills and services to all groups in our community.

Primary purpose of position:

The proposed Office Assistant – Special Needs Services Coordinator would be a member of the Community Engagement Department; based at the renovated Main Library, working in close proximity with the Main Library Manager, Youth and Teen Services and STEAM Literacy Departments. This position would be responsible for working towards making Durham County Library spaces, programs, and staff more accessible for those with developmental and physical disabilities, literacy and comprehension delays, and age. The Special Needs Services Coordinator would provide the day to day staffing of the proposed Multi-Sensory Environment. The coordinator will also be on hand to assist with any adaptive technologies needed on the Mobile Adaptive Technology Units. The coordinator will be responsible for working with librarians and other staff at Main and throughout the system to support and coordinate system wide programs, resources, and services for customers with special needs.

SECTION B: JOB DUTIES

1. *Please describe job duties. Explain in detailed and simple terms exactly what the work is, why and how it is done. Start with the work that takes the greatest amount of time, and so on, until all of the activities have been explained. In the column at the far left, give your best estimate of the percentage of the total working time taken up by the kind of work you described. Percentages should add up to 100%. Attach additional sheets as necessary.*

% of Time

Description of Job Duty

40% Multi-Sensory Environment Staffing

The renovated Main Library will include a proposed Multi-Sensory Environment (MSE) with specialized technology for individuals with special needs. This MSE will allow individuals with special needs and sensory deficiencies the ability to control and adapt their environment – a level of control of their surroundings that many may not enjoy on a daily basis. Because of the nature of the room and the population served, as well as the MSE's newness, it will be imperative that a library staff member is on hand to assist customers with the room, and to monitor the space as needed. As the room is being introduced to both staff and the community,

the Special Needs Services Coordinator will need to be on hand to trouble shoot any challenges and offer any assistance that may be needed. They will also need to be in the space to explain its purpose and benefits.

40% Inclusive Programming

In order to support the new Multi-Sensory Environment, Inclusive Playroom, and Mobile Adaptive Technology Units, the Special Needs Services Coordinator will be responsible for designing and implementing inclusive programs for individuals with special needs, in conjunction with other librarians and staff as needed. The Special Needs Services Coordinator will work with staff to schedule programs for specific groups and organizations as requested. The Special Needs Services Coordinator will also work with other librarians throughout the system in order to assist in the design and implementation of sensory specific and inclusive programming system wide.

10% Sensory Guides to Libraries

One of the responsibilities of the Special Needs Services Coordinator will be to work with library staff to develop sensory guides to library spaces and programs that can be placed on the library's website, and given out to customers. These guides will let individuals know what to expect when they come into the library – what sounds, lights, smells, etc. Having advance notice of what to expect can make the library and library programs more inclusive, safer spaces for individuals with special needs.

10% Outreach Assistance and Coordination

The Special Needs Services Coordinator will assist other library staff in providing outreach opportunities to specialized groups and locations for individuals with special needs. Duties may require scheduling visits, traveling with library staff to support as needed, and preparing materials.

2. *Of the duties listed in question #1, please indicate which functions have developed since the last time the position was reviewed.*

This is a new position.

3. *List the tools, equipment, office machines, instruments, and materials used in the position's work. Indicate the percentage of time spent with each.*

The Special Needs Services Coordinator will have the opportunity to assist with the staff of a unique space in the renovated Main Library – the Multi-Sensory Environment. There are various materials included in this space. The position will spend 50% of their time working in this space and with this equipment in programming and group visits, which includes: 2M Interactive Wireless Bubble Tube, Interactive Hemisphere Mirror, Relaxer Positioning Chair, Touch a Color podium, MSE Genie App, Celestia Sensory Shelf, Go Talk Overlay Software, GoTalk20 Easy Tech Communication Kit, Magnetic Time Tracker, Attendant Call/Staff Button, Big Blu Kinderboard Large Keyboard, Noise Cancelling Headphones, Bubble Machine, Aromatherapy Fan and Light Reward, Sensory Mood Ball, Keba Seat, Fiber Optic Carpet with Light Source, UV Textured Wall, Interactive Fiber Optic Curtain, Fiber Optic Padded Platform, 4M Fiber Optic Sideglows with Light Source, Kurzweil reader technology, Balance Seat and weighted lap pads.

The Special Needs Services Coordinator will spend 30% of time using traditional sensory program supplies like paint, markers, glitter and glue.

Basic office equipment like computers and phones will be used 30% of the time to create documents, answer emails, and respond to patrons.

4. What parts of the work require the most thought? Why?

In working with individuals with special needs and their families and friends, the Special Needs Services Coordinator will have to carefully maintain awareness of challenges faced and standards within the community. The Special Needs Services Coordinator will have to carefully consider the programs planned, and the level of inclusivity that they can provide. Making sure that programs are adaptable and accessible to all will require thought and knowledge of the community and their needs, skills, and wants.

5. What parts of the work are routine?

Basic directional questions, and cleaning equipment can be routine. It is also anticipated that demonstrating and explaining the MSE and other sensory equipment may become routine.

6. Give 2 (two) examples of the most difficult problems that must be handled and how the position must go about solving them.

One of the most difficult problems that could be encountered by the Special Needs Services Coordinator would be ensuring that a customer with a special need that requires more assistance is adequately helped by the library

and library staff. For example, customers with special needs may be seen as disruptive by other staff if they have a disability that doesn't allow for them to control the volume of their voice. The Special Needs Services Coordinator would solve this challenge by working with the individual and with staff to ensure that a welcoming environment is established.

Another example of a challenge that could be faced by the Special Needs Services Coordinator would be determining the programs that will be the most popular with the community of individuals at the library. Sometimes, determining programs can be difficult, as it can be challenging to find out which types of programs are successful. This issue can be addressed by talking with individuals with special needs who come to the library and programs, as well as their families, caregivers, and friends, and asking what types of programs they would like to attend. Cultivating relationships with the community served will allow for the Special Needs Services Coordinator to assist in the development of programs that are well attended and engaging for the community.

7. *Indicate the precision, exactness or accuracy required in the work. What is the most serious mistake that could be made? What would be the expected consequence of this error?*

It will be critical that the Special Needs Services Coordinator maintains a high degree of awareness of the needs of individuals with special needs, and of best practices in maintaining and cultivating an aware, inclusive environment. Particularly, the coordinator must be accurate in the inclusive language used, and must provide exceptional customer service that is beyond reproach. The misuse of language could have a lasting, detrimental effect on the library as a welcoming place for all community members. It should be noted that this need for inclusive language should apply to all Durham County Library Staff.

8. *How often and by whom is the work reviewed? What is the nature of this review? Give examples of problems, concerns, or issues discussed with the supervisor.*

Performance appraisals are given annually by the immediate supervisor. Statistics, public surveys, and evaluations are used as part of the process.

9. (a) *What agencies, organizations and persons within or outside the work unit, must the position have personal contact with to do the work?*

As a public service focused staff member, the Special Needs Services Coordinator will work with the community of users of the library, library staff, and community organizations such as Durham Public Schools, Durham Parks and Recreation, Durham Boys and Girls Club and other organizations as needed.

(b) *What is the purpose of these contacts? Explain fully.*

The Special Needs Services Coordinator is primarily a public service staff member. Therefore, they will work daily with members of the community with and without special needs to staff the Multi-Sensory Environment, and to assist them as needed in the library. The position will work with library staff on providing services, programs and outreach. The Special Needs Services Coordinator will engage with community organizations such as those mentioned above to schedule field trips and visits to the MSE for special groups in these organizations, for programming, and for outreach.

10. Explain anything about the job which is hazardous, uncomfortable or disagreeable. Be sure to include how often these situations occur and how long they usually last.

There are no aspects of the Special Needs Services Coordinator that would be hazardous, uncomfortable or disagreeable.

11. List and describe the type and variety of guidelines and resources used in solving work-related problems. (Ex: maintenance manuals, textbooks, procedures or precedents, supervisor's instructions, departmental policies, statutes, blueprints, diagrams or other references.)

The Special Needs Services Coordinator will use library and county policies, procedures, supervisor instruction, and departmental policies to solve work related challenges and problems. Maintenance manuals for specialized equipment will also be used.

12. How often is the work affected by changes in procedures, rules and regulations, policies, ordinances, or statutes? What adjustments must be made because of such changes?

Whenever county or library rules, procedures, and policies change – possibly a few times per year.

13. What authority does the position have to represent or make decisions on behalf of Durham County? Explain fully.

The Special Needs Services Coordinator will not have the authority to enter into contracts or make decisions on behalf of Durham County.

14. *Based on your perception of the job, what do you believe to be the correct classification?*

It is my opinion that the position should be that of an OFFICE ASSISTANT.

SECTION C: QUESTIONS TO COMPLETE FOR SUPERVISORY POSITIONS

1. *List by classifications and working titles the positions that report DIRECTLY to this position. What is the total number of employees for whom you are RESPONSIBLE?*

N/A. This is not a supervisory position.

2. *Describe the type of planning required in the work. How far in advance must the work be planned?*

3. *What part does the position have in establishing, applying, and revising work standards/assignments for the area?*

4. *Describe all responsibilities in developing and maintaining a budget for the work unit. To whom and in what way are budget needs justified?*

5. *What is the authorized responsibility in the selection, appraisal, disciplining, promotion, dismissal, reassignment, and salary adjustment of employees supervised?*

6. *How are training needs determined and met for employees in the unit? Explain fully.*
7. *How is the work of employees reviewed? What actions on the position's part result from this review?*
8. *What types of decisions can be made and when is consultation with the supervisor required? What kind of guidance is sought on these occasions?*
9. *What technical knowledge, skills and abilities are needed in order to supervise the work of the employees?*
10. *Is the position directly responsible for more than one work shift? Explain any differences in the nature and staffing pattern of these shifts.*
11. *If all employees under supervision of this position are not located in the same building, describe how they are dispersed.*
12. *Describe any recurring changes in the number of employees supervised.*

N/A

SECTION D:

1. *What level of **SUPERVISION** will you exercise over the employee in the position? Check one.*

☐ Immediate - Detailed instruction with close, frequent review of work.

☒ Regular - Employee performs routine assignments independently. Supervisor assists with unusual problems.

☐ General - Employee follows broad policies and general objectives; employee has direct responsibility for final results.

2. *Under normal situations for this position, what **LEVEL OF WORK** will be performed by this employee? Check one.*

☐ Routine - Most fundamental level; handles simple and basic assignments and problems.

☒ Responsible - Intermediate level; handles a variety of typical assignments and problems.

☐ Difficult - Senior or supervisory level; handles all assignments and problems except those requiring policy or procedural change.

☐ Complex - Highest level of work, managerial in nature; directs all assignments and deals with all problems.

3. *What **LEVEL OF KNOWLEDGE** of the basic job is required to perform this job satisfactorily? Check one.*

☐ Some - Fundamental knowledge of principles and terminology that allow performance of the basic job.

☒ General - Sufficient knowledge to perform a limited range of work effectively.

☐ Thorough - Sufficient comprehension to solve unusual as well as common-place work problems.

☐ Comprehensive - Complete mastery and understanding of the subject; most advanced degree of knowledge likely to be found.

4. *In your estimation, what percentage of the employee's work is clerical 30 ? Technical 40 ?*

Professional 30 ? (Percentages should total 100%.)

5. *List the knowledge, skills and abilities needed to perform this job.*

Experience providing programs for a wide variety of customers
Evaluation methods to determine the effectiveness of programs
Strong interpersonal skills to interact with a wide variety of people in a professional manner
Attention to detail
Excellent customer services skills and strong work ethic

6. What **EDUCATION** is required for a new employee to perform this job satisfactorily?

- ☐ Elementary (0 - 7)
☐ Less than high school (8 – 11)
☐ High school graduate
☐ Associate's degree Major: _____
☒ Bachelor's degree Major: _____
☐ Master's degree Major: Library Science _____
☐ Other Major: _____
☐ Vocational/Technical Major: _____

EXPERIENCE required for this level of work.

Years of Experience: 2

Type of Experience :

Programming and working in the community and working with individuals with special needs

7. What combinations of education and/or experience would be acceptable?

A bachelor's degree is preferred, but a combination of experience working in libraries and with individuals with special needs would be acceptable.

8. *What type of training and/or experience (paid work, volunteer work, etc.) might be substituted for formal education?*

Extensive work with community of individuals with special needs, planning programs and coordinating spaces and events

9. *Is a license or certification required by statute to perform the duties of this position? If so, please identify statute. If not, would you prefer that the employee have a special license or certificate? Why?*

Not required.

10. *Could a person learn this job as a trainee (one who is not fully qualified)?*

No

11. *How much education and/or experience would be acceptable for a trainee appointment?*

N/A

SECTION E: FOR DEPARTMENT HEADS TO COMPLETE

1. Have you completely reviewed this package?

Yes

No

Yes No

Yes No

Supervisor's Certification of Completion: I certify that this job description provides a complete and accurate description of duties and responsibilities associated with the position.

Date

Section of Division Manger's Certification: I certify that this job description is complete and accurate except as noted, and that such differences have been clarified with the supervisor:

Date

Department Head or Authorized Representative Certification: I certify that this is an authorized, official job description of the subject position.

Department Head's Signature

Date

APPENDIX III: EXAMPLES OF SUPPLIES

Image 1

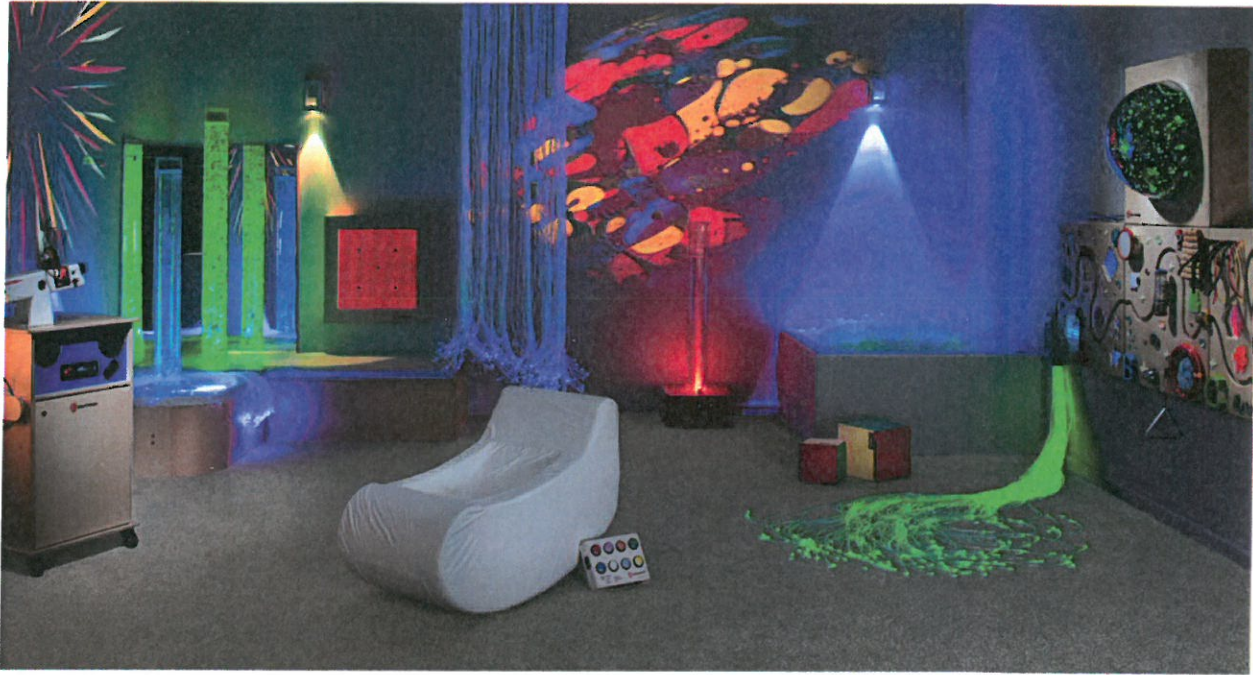


Image 1 Description: Example of a Multi-Sensory Environment with fiber optics, bubble tubes, projector, touch controllers; and activity panels. Activity panels are planned for Inclusive Playroom.

Image 2:

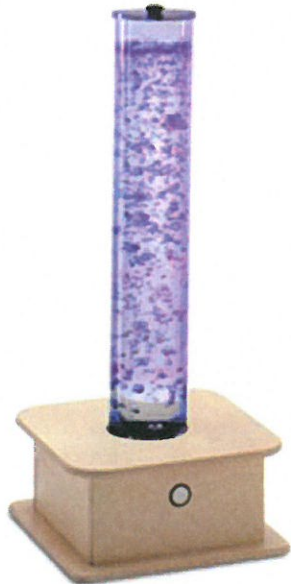


Image 2: Description – Interactive bubble tube



Image 3:

Description of Image 3: Interactive Hemisphere Mirror

Image 4: Nebula Interactive Light Wall



<http://www.nyohn.com/en/opening-new-nebula-rehabilitation-center-friesland/>

Image 5: Deluxe Mobile Sensory Station

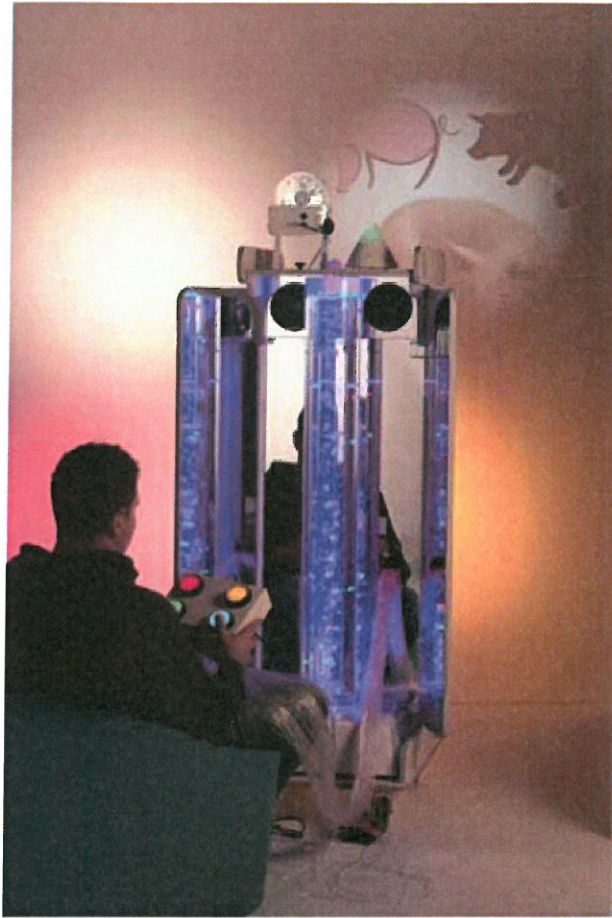


Image 6: Marvelous Marble Panel

