

MINI-GRANT PROGRAMS

APPLICATION FORM

PLEASE ANSWER THE FOLLOWING 10 QUESTIONS BRIEFLY AND CONCISELY. PLEASE TYPE, OR IF YOU WORD PROCESS THE APPLICATION, YOU MUST INCLUDE THE QUESTIONS. THE TOTAL APPLICATION SHOULD BE NO LONGER THAN TEN (10) PAGES IN LENGTH. A SMALL NUMBER OF LETTERS OF SUPPORT MAY BE ATTACHED TO YOUR APPLICATION.

1. How does this project relate to the library's or school district libraries' long-range plan or updated action plan? What areas of need will be addressed by carrying out this project?

The guiding service mission of the Libraries' 2000 interim strategic plan is "to provide access to information in support of the educational learning and research processes." A key goal of this plan is "to eliminate barriers to accessing and using library facilities and services and to achieve greater articulation, awareness, and visibility of library services to students, especially those who may be under-served." The Libraries' will be producing a new strategic plan this fiscal year that will continue to incorporate these values.

This project aims to accomplish the above library goal through a combination of new technology, upgrades to existing technology, publicity, and training. By carrying out this training and equipment enhancement project we will better serve members of the NU community with disabilities in the following ways:

- improve access to library information resources
- remove barriers that impede that access
- increase awareness about Library services for people with disabilities
- expand training to staff and to patrons with disabilities

2. Identify the target group and explain why they have been selected for this project. Provide documented evidence, i.e., data that supports your opinion that the project is really needed.

Northeastern University's target group currently includes 600 adult students who have registered with the University's Disability Resource Center. A substantial undocumented number of employees also use the Disability Resources Center, but choose not to disclose their identity for fear of discrimination. The Center's January 2002 report documents that within this population are percentages for the following disabilities:

Learning Disabilities: 47.6%	Psychological Disability: 8.8	Physical Mobility:3.8%
Miscellaneous: 12.6%	Other Disability: 5%	Physical Dexterity: 3.4%
Hearing Disabilities: 11.1%	Vision Disabilities: 4.3%	Cognitive:2.8%

A survey of these students in January 2002 along with numerous discussions between users and library staff has demonstrated that we need to do more to help them utilize our resources and services. In the survey, "inability to find or reach library materials" was cited as the number one access issue for those who had difficulty using the libraries due to a disability. Several students described additional technologies that would make computer workstations and print sources easier to find and use. Students requested additional training and more aggressive publicity as well, and in general, the survey and interviews showed that students are not knowledgeable about existing services available to users with disabilities, such as extended borrowing periods, stack retrieval, and document delivery. Additional publicity and training is therefore needed.

As the data shows, almost 48% of all students obtaining assistance at the Disability Resource Center have learning disabilities. Our surveys showed them to have difficulty locating and using print resources in the library, and many of them suggested purchasing additional hardware and software. The second largest population of students with disabilities is the "miscellaneous" category, which includes people with chronic physical disabilities such as MS, chronic fatigue syndrome, and various degenerative diseases. In addition to addressing individual needs of these users, the Libraries need to inform them of services we already have about which they may be unaware. Third, there is a large population of people with hearing impairments, including more than 11% of the students who

Contracting Agency Massachusetts Board of Library Commissioners

Project Title Training and Equipment Enhancement

obtain services at the Disability Resource Center. In order to provide equal access to this population, the Libraries must

close-caption critical titles in the video collection. Finally, 4.3% of the students registered with the Disability Resource Center are visually impaired. This population experiences numerous barriers while using the Libraries because a majority of the collections are print-based, and our current publicity is also print-based. The Libraries' goal is to expand and update existing services and upgrade equipment to address the needs of this underserved population.

3. What kinds of services or training are currently provided for the target group?

The Libraries' Assistive Technology Committee provides ongoing support for the target group. The Committee is composed of librarians and staff, and the Dean and Director of the University's Disability Resource Center.

The Libraries provides various services and access to resources and technology to the following populations:

A. Vision Impaired

- The Libraries' Assistive Technology Room on the first floor of Snell Library provides hardware and software to assist NU community members with disabilities. Equipment includes the Reading Edge, with tape recorder; a computer with access to the University network, along with Magic (for magnification) and Jaws screen reading software; black and white closed circuit display system (also known as video magnification); a Braille printer and associated software; and a talking book player. The computer keyboard has Braille/large print key caps. Manuals in large type and cassette are available. Also in this room is a student aid audio guide which contains information on financial assistance.
- Jaws and Magic are also installed at a Snell Library workstation in the reference area, computer lab, and at the Burlington Campus Library. These workstations have keyboards with large print/Braille key caps.
- An additional black and white closed circuit display system is located in the periodicals area on the second floor of Snell Library.
- The Media Center has two talking book machines in audio carrels.
- Recreational reading, poetry, and lectures are available for loan on audiocassette and CD.
- Magnifying glasses are available at the Snell Library and Burlington Library reference desks.

B. Hearing Impaired

- The Media Center has a collection of closed-captioned videotapes, laserdiscs, and DVDs, along with appropriate technology for playing back captions, both in Media Center carrels and lecture rooms. The department updates the list of closed captioned materials quarterly, and distributes it to public service counters and the Disability Resource Center. The Libraries online catalog allows users to search for closed captioned materials. The Media Center's cable system can transmit captioned materials to approximately 20 campus classrooms. Arrangements for captioning playback in all other campus classrooms can be made with the University's Campus Media Services department.
- The Media Center has a collection of ASL instructional videotapes.
- Assistive listening technology systems are available in four Snell Library lecture rooms.
- A TTY/TTD device is available at the Snell Library reference desk, at a payphone on the lower level of Snell Library, and at the Burlington Campus. A device for coupling with a standard telephone (to make the telephone operate as a TTY) may be checked out from the Snell Library.
- Peer Tutoring program

C. Learning Disabled

- Reading Edge machine
- Peer Tutoring Program

D. Physically Disabled

- Wheelchair for Snell Library use
- Wheelchair height adjustable carrels
- Accessible photocopiers
- Accessible public service counters
- Peer Tutoring Program

E. Instruction and Training

- The Assistive Technology Committee produced a flyer in regular and large-type formats to promote services and resources available in Snell Library and at the Burlington campus. The Libraries' web manager produced associated website information with appropriate links.
- The Libraries sponsored a well-attended Open House in April 2001 to inform the Northeastern University about services and new resources.
- The Media Center's peer tutoring service regularly receives referrals from the Disability Resource Center and permits students with disabilities to have up to four sessions per week, twice the number for non disabled students. The Libraries pay for this service.
- Members of the Libraries' Assistive Technology Committee provide daytime and evening training to patrons needing to use assistive technology.
- Members of the Assistive Technology Committee provide specialized training and information sessions to University groups, such as dormitory resident assistants.
- ASL interpreters are hired to sign library events, and to assist with peer tutoring sessions when necessary.

F. Other services for all users

- Extended loan and reserve periods
- Library cards for caregivers/proxies
- Unlimited number of materials may be checked out
- Remote access to the online catalog
- Books can be mailed
- Brochures and maps in alternative formats
- E-mail access to reference and circulation desk
- Staff will retrieve materials from the shelves for patrons

4. Describe in some detail the program/services component you plan for this project. How would this project build on, enhance or fill in the gaps in service for them. What materials, equipment, training will be needed to carry out your program? If additional staff or staff time is needed, please explain how this will be used to support the project. (Please be specific)

The LSTA grant will help to address the areas of staff training; patron training; outreach; publicity and marketing of services; and expansion of resources to meet the needs of patrons with disabilities.

Staff Training:

Currently, the Libraries' Assistive Technology Committee oversees training and general service issues. One librarian serves as the Libraries' liaison to the Disability Resource Center to coordinate and plan services. Another librarian oversees ADA compliance issues and examines priorities and planning for modifications and new construction with respect to the ADA.

Library staff members are accustomed to serving people with disabilities, although student workers probably have less experience and expertise than full-time staff members. All staff, however, need more awareness and training about what resources and services exist, how to use assistive technology, and how to make appropriate referrals. In collaboration with the Disability Resource Center, the Libraries will launch a comprehensive in-service training program, with written guidelines to instruct all Libraries' staff how to serve people with disabilities better.

This project will be coordinated with the Libraries' Staff Development Committee. Members of the Assistive Technology Committee will be trained how to use the new technology and software purchased with the grant. Professional and support staff attending a workshop will be instructed how to incorporate such training for their student workers. The grant team will create training materials and distribute them to all appropriate staff. Materials would include information on helping people with disabilities, a listing of on and off campus services, specialized information such as events planning, and a comprehensive overview of technologies available. Training materials for technologies must be completed and updated as needed. The Libraries web page on serving people with disabilities will be maintained and updated.

Patron Training

In collaboration with the Disability Resource Center, a training program targeted to students, faculty, and staff with disabilities will be implemented. The Libraries' survey indicates a diverse target group where needs are highly individualized. Training for individuals and small groups are most appropriate for this population. Training materials will be prepared and made available at service desks and the Disability Resources Center. All training materials will be made available in suitable formats such as large print, Braille, audiocassette and or/CD.

Equipment and Materials:

Based on the target population, some feedback from the LSTA community survey, and close collaboration with the Disability Resource Center, there is a gap between what people need and what is currently available. Both Northeastern's Boston and Burlington campuses have been taken into consideration for these requests: New equipment, software and the closed captioning of some videotapes are needed to fill some of the gaps. In priority order we need:

- Kurzweil 3000, a PC-based tool recommended for people with dyslexia, A.D.D. and other learning disabilities. This technology is also useful for ESL students--it supports word definition and usage examples for students whose first language is Spanish, Italian, French, German, or Dutch. This software will be installed on a new computer workstation which will allow students to save to zip disk and CD. A scanner and printer will also need to be purchased. We will need two set-ups, one for Burlington and one for Snell Library.
- Closed captioning of videotapes
Approximately 25% of the Libraries' VHS video collection is captioned. Most instructional and documentary videos do not come captioned, and often students must hire an interpreter to learn the material that may be required for an assignment. To increase use of this collection, the Libraries needs to contract with a professional captioning service to caption selected titles. The highest priority, based on demand, will be the captioning of the series, "A Look at Productive Tutoring Techniques," which will provide Deaf tutors with the same level of training that all other tutors in the Libraries' Peer Tutoring program receive. The Libraries have already received permission to caption this series. Other titles to be captioned will be those frequently put on reserve in the Media Center by faculty. The Libraries have already received permission from one of the largest educational distributors, Films for the Humanities and Sciences, to caption their titles. The reality, however, is that captioning is very expensive.
- Kurzweil 1000, for the visually impaired and blind, will read printed documents and edit scanned documents. It will replace the much used, but slower, and more limited Reading Edge technology. Kurzweil 1000 incorporates the most accurate optical character recognition (OCR) and crisp synthetic speech. Kurzweil 1000 will be installed on a new PC that will also include Jaws and Magic. The same model computer and scanner being ordered for the Kurzweil 3000 workstation will be purchased. We will need two set-ups, one for Snell Library and one for Burlington.
- Dragon NaturallySpeaking speech recognition software will assist patrons with visual and learning disabilities as well as those with physical disabilities, such as repetitive injury syndrome. Using this software, one is able to dictate instead of type, and speed up routine tasks. Some Northeastern students with learning disabilities already have experience using this software.
- Video Magnification system. The two magnifying systems we have in Snell Library are more than 14 years old. The new PulseData magnifier incorporate automatic focusing and color features, as well as a black and white option. Visually impaired students have requested color since the research material and other documents and images they are studying are more frequently being printed in color. One of the Snell Library units will be given to the Burlington Campus Library.

Publicity

The Assistive Technology Committee will collaborate with the Libraries' Publicity Committee to write articles for university and Library publications, make announcements on the Libraries web page, assist with an open house, and

help produce a bookmark marketing services. See no.6

Training

The project's training program will include an in-house general information session for all staff regarding customer service to people with disabilities, and the Libraries' and University's resources and services. Assistive and Adaptive Technology Committee members will need to meet with public services staff at least twice a year to refresh them on services in the Libraries and on campus. The grant will include technology training in new software and hardware for a number of staff from the Assistive Technology Committee and the Disability Resource Center, as determined by the training consultants. These "tech. trainers" will then train other staff members in both individual and group sessions, as appropriate.

5. What agencies, organizations or other service providers have agreed to cooperate with the library on this project? Please be specific about the type and extent of their involvement. (Include letters of support from individuals and organizations that reinforce your proposal).

The Libraries will continue to collaborate closely with the Disability Resource Center to stay abreast of trends, target student populations appropriately, and plan for training, programming, publicity, and continuous service improvement. In addition, we will collaborate closely with Student Services to ensure that student groups are receiving adequate information about the Libraries services and to coordinate appropriate outreach and training services. It is important that we collaborate closely with the University's Information Services division to ensure that computer software and hardware are compatible with University standards. In order to improve the quality and visibility of the Burlington Library's services to people with disabilities, strong collaboration with University College administration, which conducts Northeastern's adult and continuing education programs and oversees the Burlington campus, is paramount.

In addition, the Libraries and Disability Resource Center refer users to the Massachusetts Commission for the Blind and nearby National Braille Press Inc., which produces Braille textbooks for students.

6. In order to be successful, this project needs to be publicized. What public relations strategies/ activities will be developed to promote this project and attract new and existing users to a fuller use of your library?

Northeastern University Libraries' Publicity Committee will support new programs and services for patrons with disabilities by creating and distributing appropriate publicity. The committee will:

- Write a regular feature article in the Libraries' semi-annual faculty newsletter
- Create bookmarks with information about new technology and services, which will be distributed with books when they are checked out.
- Update flyers listing resources, services, and locations.
- Sponsor open houses, and brown bag lunches to highlight new equipment and services
- Make regular announcements in the Libraries' staff newsletter
- Maintain current information about accessibility in a prominent place on the Libraries' web site.

The University's Disability Resource Center serves as a clearinghouse for information to students with disabilities. The Library's Assistive Technology Committee will work with the DRC to distribute publicity, and will also host a program for the Disability Resource Center staff to educate them about the Libraries' equipment, collections, and services.

The Libraries plan to integrate appropriate information for disabled patrons into library instruction sessions and other programs in order to give a consistently welcoming message to NU faculty, staff, students, and visitors.

7. Based upon the activities outlined above, complete the budget request attached to the application. Please indicate below why you have requested this amount and attach on a separate page a detailed breakdown of how federal LSTA funds will be used. If a two-year project, provide the budget detail for each year separately.

The Northeastern University Libraries has already demonstrated its strong commitment to serving people with disabilities, and endeavors to do more. The library and community scans conducted for this project revealed gaps in outreach, training, resources, and technologies. Therefore, we have selected to focus LSTA funding on training, resource, and equipment enhancements at both campuses, which will greatly assist more patrons to become independent learners.

8. Who will be your Project Director? Why was this person selected to lead the project? What will his/her responsibilities be? Indicate here if any other staff or volunteers will be part of this project and how they will participate.

Debra Mandel will be the Project Director. Debra is Head of the Libraries' Media Center and serves as co-chair of the Libraries' Assistive Technology Committee. Debra was formerly responsible for the Libraries' Vision Resources Room when it was located in the Media Center, and oversaw Reading Edge training, when that technology was located in that department. Debra will be responsible for coordinating all aspects of grant implementation on schedule in coordination with other grant committee members and the Disability Resources Center, and in consultation with Library Administration. Debra will delegate responsibilities such as organizing publicity and training, installing and testing new software and equipment to appropriate Libraries staff, especially members of the Assistive Technology Committee, many of whom have directly participated in the writing and shaping of this grant.

The following people have directly participated in the writing and shaping of this grant. All are members of the Assistive Technology Committee:

Ruth Bork, Assistant Dean & Director, Disability Resource Center
Irene Ke, Research and Instruction Librarian, Liaison to the Disabilities Resource Center
Gayane Karen Merguerian, Northeastern University Libraries, Library Web Manager
Donna Kennedy, Head Librarian, Burlington Campus Library, Northeastern University Libraries

9. In what specific ways will you evaluate this project? What objective data will you collect? How will you demonstrate that this project has had an impact on the target group?

The Assistive Technology Committee has begun to gather statistics at both library locations on the use of the assistive technology equipment, and the number and type of training services provided. In this way, we will be able to establish a benchmark for measuring usage over time. We can also track usage of the newly captioned materials, and get evaluations from the open house sessions. We will maintain a register of users who can be regularly contacted by phone or e-mail about new equipment, software, and services. Get-togethers with users will be planned, such as brown bag lunches, where people will have an informal opportunity to get meet each other, share ideas, concerns, and problems. A suggestion box will also be placed in the Assistive Technology Room and near the equipment at Burlington. In addition, the Disability Resource Center will gather formal and informal feedback on a regular basis and to forward it to the Assistive Technology Committee. All information garnered will be regularly reported back to the Project Director.

10. Please use this space to tell us anything else that would strengthen and support your application.

Northeastern University has already made significant progress in advancing services to people with disabilities. During the last two years, the Libraries' Assistive Technology Committee obtained new resources and technologies, and provided training to staff and users. However, much more needs to be done. A substantial and growing number of our users with disabilities need help finding library information and using our technology. There is currently inadequate technology to make the Libraries' holdings accessible. Other technology, such as the Reading Edge and black and white, manual focusing video magnification systems are obsolete. Burlington Campus also needs to be brought up to current standards. Burlington Library has a TTY and a computer with Jaws and Magic installed, but it needs additional equipment to minimize barriers to users with disabilities doing research there.

The surveys we conducted for this project have enabled us to pragmatically plan for needed improvements at our institution. Clearly, LSTA funding will enable us to acquire and implement these improvements. Our participation in the project will also bring increased visibility to this growing arena of library service. As a member of the Boston Library Consortium, Northeastern University will play a pivotal role in sharing expertise and information with 15 other member institutions, six who have recently joined a Community of Interest group on Adaptive Services.

PROJECT BUDGET - (FOR THE FIRST PROJECT YEAR)

LINE ITEMS		LSTA	LOCALLY APPROPRIATED FUNDS	OTHER SOURCES*	TOTALS
PERSONNEL	SALARIES And Part-Time Staff		\$12,304.00		\$12,304.00
	FRINGE BENEFITS		\$3,071.00		\$3,071.00
	<i>SUBTOTAL</i>		\$15,375.00		\$15,375.00
LIBRARY MATERIALS	BOOKS				
	PERIODICALS				
	VIDEORECORDINGS				
	COMPUTER SOFTWARE	\$5,420.00			\$5,420.00
	AUDIO-RECORDINGS				
	MULTI-MEDIA				
	OTHER (Identify in budget detail)				
	<i>SUBTOTAL</i>	\$5,420.00			\$5,420.00
SUPPLIES	<i>SUBTOTAL</i>		\$500.00		\$500.00
EQUIPMENT (Attach List)	<i>SUBTOTAL</i>	\$8,035.00	\$2,350.00		\$10,385.00
TRAVEL	<i>SUBTOTAL</i>	\$300.00			\$300.00
CONTRACTUAL SERVICES (Attach List)	<i>SUBTOTAL</i>	\$5,894.00	\$2000.00		\$7,894.00
OTHER	POSTAGE				
	FREIGHT				
	TELEPHONE		\$50.00		\$50.00
	ADVERTISING/PRINTING		\$1200.00		\$1200.00
	EQUIPMENT MAINTENANCE				
	AUDIT (Required)				
	HONORARIUMS				
	CONFERENCES/WORKSHOPS				
	OTHER (IDENTIFY) Open House	\$330.00	\$155.00 (Open house food)		\$485.00
	<i>SUBTOTAL</i>	\$330.00	\$1405.00		\$1735.00
GRAND TOTAL	(ADD SUBTOTALS)	\$19,649.00	\$21,630		\$41,279

*Specify Other Sources, e.g. Friends of the Library

PROJECT BUDGET - (FOR THE SECOND PROJECT YEAR OF TWO YEAR PROJECTS)

LINE ITEMS		LSTA	LOCALLY APPROPRIATED FUNDS	OTHER SOURCES*	TOTALS
PERSONNEL	SALARIES		\$3,556.00		\$3,556.00
	FRINGE BENEFITS		\$ 935.00		\$ 935.00
	<i>SUBTOTAL</i>		\$4,491.00		\$4,491.00
LIBRARY MATERIALS	BOOKS				
	PERIODICALS				
	VIDEORECORDINGS				
	COMPUTER SOFTWARE				
	AUDIO-RECORDINGS				
	MULTI-MEDIA				
	OTHER (Identify in budget detail)				
	<i>SUBTOTAL</i>				
SUPPLIES	<i>SUBTOTAL</i>				
EQUIPMENT (Attach List)	<i>SUBTOTAL</i>				
TRAVEL	<i>SUBTOTAL</i>				
CONTRACTUAL SERVICES (Attach List)	<i>SUBTOTAL</i>		\$2,000.00		\$2,000.00
OTHER	POSTAGE				
	FREIGHT				
	TELEPHONE				
	ADVERTISING/PRINTING		\$500.00		\$500.00
	EQUIPMENT MAINTENANCE		\$300.00		\$300.00
	AUDIT (Required)				
	HONORARIUMS				
	CONFERENCES/WORKSHOPS				
	OTHER (IDENTIFY) Open House	\$330.00	\$155.00 (Open House food)		\$485.00
	<i>SUBTOTAL</i>	\$330.00	\$800.00		\$1130.00
GRAND TOTAL	(ADD SUBTOTALS)	\$330.00	\$7,446		\$7,776.00

BUDGET DETAIL

Please explain how the federal LSTA funds will be used in each budget category shown on the previous budget page. Where equipment is concerned, be specific about what is to be purchased, although brand names are not necessary.

Personnel

The Libraries will contribute 10% of the Project Director's salary, fringe benefits, Systems' department's staffing for technical support, and part-time staffing for web page and graphic design work.

Materials

Computer Software:

(2) Copies Kurzweil 100/300 Combination Packages @\$2510.00	\$5020.00
(2) Copies Dragon NaturallySpeaking@\$200.00	400.00
Total:	\$5,420.00

Supplies

The Libraries will fund \$500 for supplies such as printer paper, Braille paper, toner, diskettes, audiocassettes, and other small items and accessories.

Equipment (list)

The Libraries will contribute one computer workstation and two printers.

Computers:

2PC workstations with CD-RW and zip drives @\$1900	\$3,800.00
3 PhotoScanners with SCI cards@\$480	\$1,440.00
1 color Video Magnifier	<u>\$2,795.00</u>
TOTAL:	\$8, 035.00

Travel

3 hours travel time for trainer	\$300.00
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Contractual Services

The Libraries will contribute \$2000 each during years one and two for CCmaker closed captioning services.

Training for Magic, Kurzweil 100, Kurzweil 300 (9 hours \$150.00/hr. for eight people)	\$1, 350.00
Closed captioning of videotapes (list attached)	<u>4,544.00</u>
Total:	\$5,894.00

Other

The Libraries will contribute \$50 for telephone service, \$1200 for advertising/printing during year one and \$500 during year two, \$300 for printer maintenance during year two, and \$155 during year one and two for open house food and beverages.

(2) Open Houses @\$330.00 to include promotional gift, signs, and flyers.	\$ 660.00
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Video Programs to be Closed-Captioned**LSTA Funds**

<u>Title</u>	<u>Captioning Cost</u>
A Look at Productive Tutoring Techniques	728
Mbira Music	364
The Boy Who Couldn't Stop Washing	196
Racism in America	196
Biculturalism & Acculturation Among Latinos	196
On the Verandah	364
Islam and War	210
Beyond the Veil	154
Cigarettes: Who Profits Who Dies	343
Depression & Manic Depression	196
No Place to Hide	350
Art of Kabuki	245
May 19, 1980: Poisoned Dream	357
Behind the Veil	182
Family	371
Obsessive Compulsive Disorders	<u>102</u>
TOTAL:	\$4554

Library Funds: Year 1

Battered Women	315
Oh Mother	294
Globalization: Winners & Losers	294
We the People	203
Asian Values Devalued	273
Zimbabwe	427
African Wave: Yvonne Chaka Chaka	<u>175</u>
TOTAL:	\$1981

Library Funds: Year 2

Violence Against Women	322
Leap of Faith	623
Effective Governments in Developing Worlds (3 parts)	644
Rhythms to Nirvana	210
Lenin and His Legacy	<u>196</u>
TOTAL:	\$1995