

STEPS TAKEN AND RESOURCES USED TO WRITE A GRANT PROPOSAL FOR  
THE TAMMY LYNN CENTER FOR DEVELOPMENTAL DISABILITIES'  
PARENT RESOURCE CENTER

by  
Sue Goode

A Master's paper submitted to the faculty  
of the School of Information and Library Science  
of the University of North Carolina at Chapel Hill  
in partial fulfillment of the requirements  
for the degree of Master of Science in  
Library Science.

Chapel Hill, North Carolina

November, 2000

Approved by:

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Advisor

Susan E. Goode. Steps taken and Resources Used to Write a Grant Proposal for the Tammy Lynn Center for Developmental Disabilities' Parent Resource Center. A Master's paper for the M.S. in L.S. degree. November, 2000. 51 pages. Advisor: Evelyn H. Daniel

The Individuals with Disabilities Act recognizes the importance of helping parents of children with special needs access information which will assist them to better understand the nature of their children's disabilities, communicate effectively with service providers, and learn about resources available to assist their children. In accordance with this Act, the Tammy Lynn Center for Developmental Disabilities (TLCDD) made a decision in 1999 to convert its library into a special resource center to meet the information needs of this important population. The purpose of this Master's project was twofold: first, to learn from first hand experience how to write a successful grant proposal; and second, to help TLCDD secure the funds needed to set up its parent resource center. This paper documents the steps taken and resources used to write the grant proposal. Additionally, it includes two versions of the final proposal, which were written as a result of the project.

Headings:

Developmental disabilities

Early childhood education -- Parent participation

Fund raising

Nonprofit organizations

Parents -- services for

Proposal writing for grants

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## **Background Information**

The Tammy Lynn Center for Developmental Disabilities (TLCDD) has been serving individuals with developmental disabilities and their families for over 30 years. It is a unique program in the state of North Carolina for the comprehensive scope and the continuum of services that it offers to this important population. In 1999-2000 TLCDD offered educational services, residential services, respite care services, day care services, after school care, and early intervention services to over 400 families in Wake County.

The staff at TLCDD believes strongly that families of children with developmental disabilities need and have a right to access information that is unbiased, current, accurate and comprehensive in order to pursue optimal outcomes for their children. Additionally they believe that families need a place to go to for this kind of information that is welcoming, comfortable, and non-intimidating. For these reasons, and in accordance with the Individuals with Disabilities Educational Act (see Appendix A), TLCDD made the decision in 1999 to open a special resource center specifically dedicated to meeting the information needs of families of children with developmental disabilities and their service providers. To this end, Glaxo Wellcome, Inc. of Research Triangle Park committed a significant amount of time, effort and money to renovating and refurbishing TLCDD's present library. Additionally, with assistance from Glaxo Wellcome, Inc., Wake County Human Services and the Knights of Columbus, TLCDD was able to

acquire a TV/VCR, a CD/cassette player, a computer with the potential for Internet access, a computer printer, and approximately 175 new books and videos for the project.

### **The Problem**

TLCDD's most pressing need at this time is to build on these initial investments by one, continuing to build its resource collection and two, developing a simple system for making its resources widely available to the public. At this time there is no system in place for organizing or cataloging materials. There is no system in place for searching the collection by subject, author, title, etc. There is no written policy in place for lending out materials to members of the community. And finally, the resource center does not yet have a web site to help link patrons to local resources and other valuable information available on the Internet.

### **The Solution**

To address these problems, I approached TLCDD in September 2000 and offered to write a grant proposal requesting the funds needed to hire a short-term contract

Librarian/Information Specialist to perform the following tasks:

1. Develop a system for organizing and cataloging the resources presently held by the resource center
2. Develop a written policy for lending materials out to the public

3. Create a web site for the resource center with easy links to local resources and other useful information on the Internet
4. Train staff and volunteers to keep the center up and running once the groundwork has been laid
5. Purchase additional materials to add to the present collection

I saw this as a wonderful opportunity to both learn about the grant writing process firsthand, and to assist TLCDD to secure the funds it needed. In September 2000 TLCDD accepted my offer and with Evelyn Daniel's approval, this then became my Master's project.

### **Procedures**

My task involved four basic steps: first, gathering information about the project and the funds needed to support it; second, identifying and researching potential funding sources for the project; third, gathering information about the grant writing process; and fourth, putting it all together.

#### **Step one: Gathering information about the project**

I began the information gathering process by making a personal visit to TLCDD to discuss the resource center's mission, history, and target audience with its Project Director (B. Buch, personal communication, September 13, 2000). She provided me with a copy of a previous grant proposal that had been written for the project in 1999. I also

had the opportunity to visit the resource center and see its collection and set-up first hand. Additionally, I learned from the Project Director that a formal needs assessment, specifically aimed at gathering information about parents raising children with developmental disabilities, is presently being carried out through the joint efforts of Smart Start of Wake County, the Triangle United Way, and the Wake County Local Interagency Coordinating Council (LICCC). While this assessment is not yet complete, it will be a valuable resource to keep in mind when writing grant proposals for this project and projects like it in the future.

In order to better understand whether or not there was an actual need for this kind of special resource center in Wake County, I found it helpful to read the Individual's with Disabilities Education Act (see Appendix A), which supports the rights of parents and their service providers to have access to the information they need in order to ensure optimal outcomes for children with developmental disabilities or delays. I also had discussions via telephone and e-mail with individuals from a number of other organizations in the area. These included the following (see Appendix B for copy of e-mail questionnaire sent out to six of these individuals):

1. F. Gardner & M. Warrick (personal communications, November 2, 2000), of the Family Support Network of North Carolina located in Chapel Hill, N.C.
2. C. C. Hunt (personal communication, November 3, 2000) of the Early Intervention Library, located in Morganton, N.C.
3. L. Williams (personal communication, November 3, 2000) of Generation Tadpole, located in Butner, N.C.

4. R. Linebrink (personal communication, November 6, 2000) of the Methodist Home for Children, located in Raleigh, N.C.
5. L. Cox (personal communication, November 6, 2000) of the Arc of Wake County, located in Raleigh, N.C.
6. I. Wood (personal communications, November 6, 2000 and November 13, 2000) of Project Enlightenment, located in Raleigh, N.C.
7. J. Lawson (personal communications, November 15, 2000), of the Autism Society of North Carolina, located in Raleigh, N.C.
8. P. Beardsly (personal communication, November 15, 2000), Wake County Dept. of Human Services located in Raleigh, N.C.

I supplemented information gained from these discussions with personal visits made to both the Family Support Network of North Carolina and Project Enlightenment in early November 2000. Additionally, I spent one afternoon comparing holdings in the Wake County Public Library System's online catalog against a random sample of titles taken from The special-needs reading list: an annotated guide to the best publications for parents and professionals (Sweeney, 1998). None of the titles checked were found in this catalog.

In order to gather information needed to determine the budget required for this project, I skimmed through several books about setting up small libraries, including Automating small libraries (Swan, 1996), Small libraries: organization and operation (Sager, 1996), and Automating media centers and small libraries (Meghabghab, 1997). I also spoke by



phone with Julia Cleaver, a special librarian working at the Intra Resource Center in Chapel Hill (J. Cleaver, personal communication, November 6, 2000). Finally, I went to the Office Max and the Highsmith web sites to estimate costs for the materials that would be needed.

### **Step two: Identifying and researching potential funding sources for the project**

The primary sources used to identify funding sources and gather further information about them for this project included the Internet, the Grant Source Library of the University of North Carolina--Chapel Hill, and a personal interview with Sarah Cope, TLCDD's Director of Development (S. Cope, personal communication, November 13, 2000). Perhaps the most valuable information gained about funding sources available in North Carolina, specifically, came from both the book and the CD-ROM versions of North Carolina Giving: the Directory of the State's Foundations (McKone, 1999). Both of these are available at UNC--Chapel Hill's Grant Source Library. Additionally, the Foundation Center's web site gave me many useful leads about potential funding sources, as well as a helpful online tutorial on the grant writing process. As I gathered information, I created a web page with links to a number of the foundations identified (see Appendix D). This was a great help in keeping the information organized and easy to access.

### **Step Three: Gathering information about the grant writing process**

Discussions with my advisor, Evelyn Daniel, and visits to her online class on Grantsmanship provided my starting point for gathering information on the grant writing process itself. Other materials used included a number of texts on the subject (see list of resources), samples of both successful and unsuccessful grant proposals provided to me by Sarah Cope of TLCDD, and the Foundation Center's online tutorial mentioned above. Two especially useful texts were Proposal Planning & Writing (Miner, Miner & Griffith, 1998) and Grant Proposals that Succeeded (White, 1983).

### **Step four: Putting it all together**

Throughout the information gathering process, I compiled a three-ring notebook, which grew to contain all of the information I needed in order to sit down and actually start the writing process. This notebook was a useful tool for organizing all of the documentation needed to support the grant proposal and contains a great deal of information that can be used by TLCDD when writing additional proposals for the resource center in the future.

From all of the information gathered, I personally felt confident that there was a real need for this kind of special resource center in Wake County, which was not presently being met. I also felt confident that TLCDD was in an excellent and unique position to offer this service to families in the community, and I felt certain that there were a number of funding sources that might consider supporting such a project. My main concerns about

the proposal were first, the lack of any hard supporting evidence about the need for the center and second, the fact that TLCDD has very little in the way of resources to dedicate to the resource center once it is up and running. There is a real question in my mind about the sustainability of the project and how it will continue to operate once funds received through this particular grant (assuming it is successful) run out. I decided to take the stance that once the resource center has a simple, workable system in place for cataloging and lending out materials, as well as additional reference materials and a good basic web site, it will be able to function on a self-serve basis with minimal assistance from the Project Director and one other staff member at TLCDD. I decided to include in the work plan the important element of training TLCDD staff members, as well as volunteers, how to keep the resource center up and running once the groundwork has been laid.

As I began to write the proposal, a number of new questions were generated, which resulted in several additional phone call, e-mails and face-to-face discussions with both Beth Buch and Sarah Cope. I was provided with TLCDDs organizational chart, its most recent annual report, a roster of its Board of Directors, a letter from the IRS concerning its tax-exempt status, its budget for the year, and its most recent audit report. While none of these documents are included in this write up of the project, they provided valuable new information and I felt it was important to gather all the documents needed in order to have a complete proposal to give to TLCDD for submission.

## **Results**

The final results of this project include a full-length proposal addressed to the Belk Foundation (see Appendix D), as well as a shorter, letter style proposal addressed to the Cemela Foundation (see Appendix E). Both of these proposals request a grant of \$14,570 to support TLCDD's efforts to establish a resource center for parents of children with special needs and their service providers. Both of these, as well as a copy of this paper and my working notebook will be given to Project Director Beth Buch. I am hopeful that they will be useful to TLCDD in their efforts to find financial support for this important project, and I am grateful to have had this opportunity to learn about the grant writing process from first hand experience.

## **Recommendations for the Future**

Stronger supporting evidence of the need for this kind of special resource center in Wake County is needed. Once complete, the parent needs assessment presently being carried out by Smart Start of Wake County, the Triangle United Way and the Wake County Local Interagency Coordinating Council will be a valuable source of information to have for grant proposals written to help support the center in the future. Additional needs assessments should also be done to help guide decision making about developing the collection and expanding the scope of services offered in the future. Ongoing efforts should be made to ensure that the materials and services offered by the resource center are consistent with the needs of the patrons being served. Additionally, once stronger

supporting evidence of the need for this resource center has been gathered, overtures can be made to the County for additional financial assistance. It is recommended that every attempt be made to hire a permanent, part time librarian/information specialist in order provide instruction and reference assistance to patrons, assist with collection development efforts, organize story telling and reading activities for children with special needs and/or low literacy parents, and otherwise assist in planning and expanding services offered by the resource center in the future.

## Resources

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<http://www.cfda.gov/> 25 Nov. 2000

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<http://www.philanthropy.com/> 25 Nov. 2000

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Federal register [Online]. Available:  
[http://www.access.gpo.gov/su\\_docs/aces/aces140.html](http://www.access.gpo.gov/su_docs/aces/aces140.html) 25 Nov. 2000

Foundation center [Online]. Available:  
<http://fdncenter.org/> 25 Nov. 2000

Highsmith.com [Online]. Available: <http://www.highsmith.com/HomePage> 25 Nov. 2000

IDEA '97: the individuals with disabilities act amendments of 1997 [Online]. Available:  
<http://www.ed.gov/offices/OSERS/IDEA/> 25 Nov. 2000

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<http://www.ncga.state.nc.us/statutes/statutes%5Fin%5Fhtml/chp122c.html> 25 Nov. 2000

Miner, L. E., Miner, J. E., & Griffith, J. (1998). Proposal planning and writing (2nd ed.). Phoenix, AZ: Oryx Press.

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Sweeney, Wilma. (1998). The special-needs reading list: an annotated guide to the best publications for parents and professionals. Bethesda, MD: Woodbine House.

White, V. (Ed.). (1983). Grant proposals that succeeded. New York: Plenum Press.

## Appendix A

### Individuals with Disabilities Education Act, Part D, Subpart 2, Chapter 2, Sections 681-684

#### CHAPTER 2 -- IMPROVING EARLY INTERVENTION, EDUCATIONAL, AND TRANSITIONAL SERVICES AND RESULTS FOR CHILDREN WITH DISABILITIES THROUGH COORDINATED TECHNICAL ASSISTANCE, SUPPORT, AND DISSEMINATION OF INFORMATION

#### **SEC. 681. FINDINGS AND PURPOSES.**

(a) IN GENERAL- The Congress finds as follows:

(1) National technical assistance, support, and dissemination activities are necessary to ensure that parts B and C are fully implemented and achieve quality early intervention, educational, and transitional results for children with disabilities and their families.

(2) Parents, teachers, administrators, and related services personnel need technical assistance and information in a timely, coordinated, and accessible manner in order to improve early intervention, educational, and transitional services and results at the State and local levels for children with disabilities and their families.

(3) Parent training and information activities have taken on increased importance in efforts to assist parents of a child with a disability in dealing with the multiple pressures of rearing such a child and are of particular importance in --

(A) Ensuring the involvement of such parents in planning and decision-making with respect to early intervention, educational, and transitional services

(B) Achieving quality early intervention, educational, and transitional results for children with disabilities

(C) Providing such parents information on their rights and protections under this Act to ensure improved early intervention, educational, and transitional results for children with disabilities

(D) Assisting such parents in the development of skills to participate effectively in the education and development of their children and in the transitions described in section 674(b)(3)(C); and



(E) Supporting the roles of such parents as participants within partnerships seeking to improve early intervention, educational, and transitional services and results for children with disabilities and their families.

(4) Providers of parent training and information activities need to ensure that such parents who have limited access to services and supports, due to economic, cultural, or linguistic barriers, are provided with access to appropriate parent training and information activities.

(5) Parents of children with disabilities need information that helps the parents to understand the rights and responsibilities of their children under part B.

(6) The provision of coordinated technical assistance and dissemination of information to State and local agencies, institutions of higher education, and other providers of services to children with disabilities is essential in --

(A) Supporting the process of achieving systemic change

(B) Supporting actions in areas of priority specific to the improvement of early intervention, educational, and transitional results for children with disabilities

(C) Conveying information and assistance that are --

(i) Based on current research (as of the date the information and assistance are conveyed)

(ii) Accessible and meaningful for use in supporting systemic-change activities of State and local partnerships; and

(iii) Linked directly to improving early intervention, educational, and transitional services and results for children with disabilities and their families; and

(D) Organizing systems and information networks for such information, based on modern technology related to --

(i) Storing and gaining access to information; and

(ii) Distributing information in a systematic manner to parents, students, professionals, and policymakers.

(7) Federal support for carrying out technology research, technology development, and educational media services and activities has resulted in major innovations that have significantly improved early intervention, educational, and transitional services and results for children with disabilities and their families.

(8) Such Federal support is needed --

(A) To stimulate the development of software, interactive learning tools, and devices to address early intervention, educational, and transitional needs of children with disabilities who have certain disabilities

(B) To make information available on technology research, technology development, and educational media services and activities to individuals involved in the provision of early intervention, educational, and transitional services to children with disabilities;

(C) To promote the integration of technology into curricula to improve early intervention, educational, and transitional results for children with disabilities;

(D) To provide incentives for the development of technology and media devices and tools that are not readily found or available because of the small size of potential markets

(E) To make resources available to pay for such devices and tools and educational media services and activities;

(F) To promote the training of personnel --

(i) To provide such devices, tools, services, and activities in a competent manner; and

(ii) To assist children with disabilities and their families in using such devices, tools, services, and activities; and

(G) To coordinate the provision of such devices, tools, services, and activities --

(i) Among State human services programs; and

(ii) Between such programs and private agencies.

(b) PURPOSES- The purposes of this chapter are to ensure that --

(1) Children with disabilities, and their parents, receive training and information on their rights and protections under this Act, in order to develop the skills necessary to effectively participate in planning and decision-making relating to early intervention, educational, and transitional services and in systemic-change activities

(2) Parents, teachers, administrators, early intervention personnel, related services personnel, and transition personnel receive coordinated and accessible technical

assistance and information to assist such persons, through systemic-change activities and other efforts, to improve early intervention, educational, and transitional services and results for children with disabilities and their families

(3) Appropriate technology and media are researched, developed, demonstrated, and made available in timely and accessible formats to parents, teachers, and all types of personnel providing services to children with disabilities to support their roles as partners in the improvement and implementation of early intervention, educational, and transitional services and results for children with disabilities and their families;

(4) On reaching the age of majority under State law, children with disabilities understand their rights and responsibilities under part B, if the State provides for the transfer of parental rights under section 615(m); and

(5) The general welfare of deaf and hard-of-hearing individuals is promoted by --

(A) Bringing to such individuals understanding and appreciation of the films and television programs that play an important part in the general and cultural advancement of hearing individuals

(B) Providing, through those films and television programs, enriched educational and cultural experiences through which deaf and hard-of-hearing individuals can better understand the realities of their environment; and

(C) Providing wholesome and rewarding experiences that deaf and hard-of-hearing individuals may share.

## **SEC. 682. PARENT TRAINING AND INFORMATION CENTERS.**

(a) **PROGRAM AUTHORIZED-** The Secretary may make grants to, and enter into contracts and cooperative agreements with, parent organizations to support parent training and information centers to carry out activities under this section.

(b) **REQUIRED ACTIVITIES-** Each parent training and information center that receives assistance under this section shall --

(1) Provide training and information that meets the training and information needs of parents of children with disabilities living in the area served by the center, particularly underserved parents and parents of children who may be inappropriately identified;

(2) Assist parents to understand the availability of, and how to effectively use, procedural safeguards under this Act, including encouraging the use, and explaining the benefits, of alternative methods of dispute resolution, such as the mediation process described in section 615(e);

- (3) Serve the parents of infants, toddlers, and children with the full range of disabilities
- (4) Assist parents to --
- (A) Better understand the nature of their children's disabilities and their educational and developmental needs
  - (B) Communicate effectively with personnel responsible for providing special education, early intervention, and related services
  - (C) Participate in decision-making processes and the development of individualized education programs under part B and individualized family service plans under part C
  - (D) Obtain appropriate information about the range of options, programs, services, and resources available to assist children with disabilities and their families
  - (E) Understand the provisions of this Act for the education of, and the provision of early intervention services to, children with disabilities; and
  - (F) Participate in school reform activities
- (5) In States where the State elects to contract with the parent training and information center, contract with State educational agencies to provide, consistent with subparagraphs (B) and (D) of section 615(e)(2), individuals who meet with parents to explain the mediation process to them;
- (6) Network with appropriate clearinghouses, including organizations conducting national dissemination activities under section 685(d), and with other national, State, and local organizations and agencies, such as protection and advocacy agencies, that serve parents and families of children with the full range of disabilities; and
- (7) Annually report to the Secretary on --
- (A) The number of parents to whom it provided information and training in the most recently concluded fiscal year; and
  - (B) The effectiveness of strategies used to reach and serve parents, including underserved parents of children with disabilities.

(c) **OPTIONAL ACTIVITIES-** A parent training and information center that receives assistance under this section may --

- (1) Provide information to teachers and other professionals who provide special education and related services to children with disabilities
- (2) Assist students with disabilities to understand their rights and responsibilities under section 615(m) on reaching the age of majority; and
- (3) Assist parents of children with disabilities to be informed participants in the development and implementation of the State's State improvement plan under subpart 1.

(d) **APPLICATION REQUIREMENTS-** Each application for assistance under this section shall identify with specificity the special efforts that the applicant will undertake --

- (1) To ensure that the needs for training and information of underserved parents of children with disabilities in the area to be served are effectively met; and
- (2) To work with community-based organizations.

(e) **DISTRIBUTION OF FUNDS-**

- (1) **IN GENERAL-** The Secretary shall make at least 1 award to a parent organization in each State, unless the Secretary does not receive an application from such an organization in each State of sufficient quality to warrant approval.
- (2) **SELECTION REQUIREMENT-** The Secretary shall select among applications submitted by parent organizations in a State in a manner that ensures the most effective assistance to parents, including parents in urban and rural areas, in the State.

(f) **QUARTERLY REVIEW-**

(1) **REQUIREMENTS-**

- (A) **MEETINGS-** The board of directors or special governing committee of each organization that receives an award under this section shall meet at least once in each calendar quarter to review the activities for which the award was made.
- (B) **ADVISING BOARD-** Each special governing committee shall directly advise the organization's governing board of its views and recommendations.

- (2) CONTINUATION AWARD- When an organization requests a continuation award under this section, the board of directors or special governing committee shall submit to the Secretary a written review of the parent training and information program conducted by the organization during the preceding fiscal year.
- (g) DEFINITION OF PARENT ORGANIZATION- As used in this section, the term 'parent organization' means a private nonprofit organization (other than an institution of higher education) that --
- (1) Has a board of directors --
    - (A) The majority of whom are parents of children with disabilities
    - (B) That includes --
      - (i) Individuals working in the fields of special education, related services, and early intervention; and
      - (ii) Individuals with disabilities; and
    - (C) The parent and professional members of which are broadly representative of the population to be served; or
  - (2) Has --
    - (A) A membership that represents the interests of individuals with disabilities and has established a special governing committee that meets the requirements of paragraph (1); and
    - (B) A memorandum of understanding between the special governing committee and the board of directors of the organization that clearly outlines the relationship between the board and the committee and the decision-making responsibilities and authority of each.

**SEC. 683. COMMUNITY PARENT RESOURCE CENTERS.**

- (a) IN GENERAL- The Secretary may make grants to, and enter into contracts and cooperative agreements with, local parent organizations to support parent training and information centers that will help ensure that underserved parents of children with disabilities, including low-income parents, parents of children with limited English proficiency, and parents with disabilities, have the training and information they need to enable them to participate effectively in helping their children with disabilities --

(1) To meet developmental goals and, to the maximum extent possible, those challenging standards that have been established for all children; and

(2) To be prepared to lead productive independent adult lives, to the maximum extent possible.

(b) **REQUIRED ACTIVITIES-** Each parent training and information center assisted under this section shall --

(1) Provide training and information that meets the training and information needs of parents of children with disabilities proposed to be served by the grant, contract, or cooperative agreement;

(2) Carry out the activities required of parent training and information centers under paragraphs (2) through (7) of section 682(b)

(3) Establish cooperative partnerships with the parent training and information centers funded under section 682; and

(4) Be designed to meet the specific needs of families who experience significant isolation from available sources of information and support.

(c) **DEFINITION-** As used in this section, the term 'local parent organization' means a parent organization, as defined in section 682(g), that either --

(1) Has a board of directors the majority of whom are from the community to be served; or

(2) Has --

(A) As a part of its mission, serving the interests of individuals with disabilities from such community; and

(B) A special governing committee to administer the grant, contract, or cooperative agreement, a majority of the members of which are individuals from such community.

## **SEC. 684. TECHNICAL ASSISTANCE FOR PARENT TRAINING AND INFORMATION CENTERS.**

(a) **IN GENERAL-** The Secretary may, directly or through awards to eligible entities, provide technical assistance for developing, assisting, and coordinating parent training and information programs carried out by parent training and information centers receiving assistance under sections 682 and 683.

(b) **AUTHORIZED ACTIVITIES**- The Secretary may provide technical assistance to a parent training and information center under this section in areas such as --

- (1) Effective coordination of parent training efforts;
- (2) Dissemination of information;
- (3) Evaluation by the center of itself;
- (4) Promotion of the use of technology, including assistive technology devices and assistive technology services;
- (5) Reaching underserved populations;
- (6) Including children with disabilities in general education programs
- (7) Facilitation of transitions from --
  - (A) Early intervention services to preschool;
  - (B) Preschool to school; and
  - (C) Secondary school to post-secondary environments; and
- (8) Promotion of alternative methods of dispute resolution.



## Appendix B

### Resource Center Questionnaire

(Sent out via e-mail to six organizations with parent resource centers)

Thank you in advance for taking a few minutes to answer the following questions.

1. What is the mission of your resource center and what overall subjects are targeted?
2. Specifically, do you have resources about developmental delays and disabilities for parents of children with special needs and their service providers?
3. What types of materials do you have (a website, books, journals, videos, CDs, toys, etc) and what is the approximate size of the collection?
4. Do you lend out materials? If so, approximately how many materials circulate each month?
5. Specifically, can you tell me approximately how many materials are loaned to patrons in Wake County, NC each month?
6. What system do you use to catalog your books?
7. Can you recommend any cataloging software for small libraries?
8. What methods do you use to evaluate the success of your library in meeting its goals (surveys? questionnaires? etc.?)?
9. What hours is your resource center open and how is it staffed? Are patrons able to come in and browse?
10. What additional services does your resource center provide?
11. Please list any resource centers you know of in Wake County, NC, which specifically serve parents of children with special needs and their service providers.

Please return this form to Sue Goode via either  
Fax (919-469-5733), e-mail (dgoode@bellsouth.net),  
Or mail 101-1A Hunting Chase, Cary, NC 27513

Thank you for your time!

## Appendix C

### Funding Sources Web Page

#### Potential Funding Sources for the Glaxo Wellcome Enrichment Center

[Triangle  
Community  
Foundation](#)

The Foundation provides grants to local charitable organizations serving every field of interest such as the arts, environment, human services, education, etc. Grants are available for nonprofit organizations that are tax-exempt under Section 501(c)(3) of the Internal Revenue Code or for other organizations that are automatically considered tax-exempt, such as government agencies or religious congregations. All proposals are welcome.

[<http://trianglecf.org/geninfo.htm>]

[NC Community  
Foundation](#)

The North Carolina Community Foundation makes grants throughout the state from local affiliate boards. These are the only grants that the Foundation makes. Grants must be for a philanthropic purpose and benefit the entire community, not an individual person. This year, affiliate grants supported elementary school programs, shelters, local art programs, hospices, youth centers and a number of other wonderful community needs.

[<http://www.nccommf.org/grntmkng.htm>]

[A. J. Fletcher  
Foundation](#)

The A. J. Fletcher Foundation provides support to a broad range of nonprofit organizations in North Carolina. Although its primary focus has traditionally been on education, communications and the arts, the Foundation's board considers requests from agencies and organizations addressing a wide variety of social issues and charitable endeavors. [<http://www.ajf.org/>]

[Bill & Melinda  
Gates Foundation](#)

Public Access to Information: The Foundation is developing a variety of efforts aimed at equipping the familiar places of community life with the hardware, software and training necessary to become access points to the Internet and resources for computer-based solutions. Interested community groups should submit a two-page Letter of Inquiry. [<http://www.glf.org/learning/publicinfoaccess/default.htm>]

[A.L. Mailman  
Family  
Foundation](#)

The A.L. Mailman Foundation is committed to the ideals of the family resource movement. We have supported professional organizations, collaborations among organizations, and attempts to transform institutions such as hospitals and schools through the incorporation of family supportive perspectives and practices. Focusing especially on young children, we see family support and genuine involvement of parents as partners and decision-makers as core components of quality early care and education. We see early care and education institutions as ideal sites for family support, and as nodes in networks that can help build family-friendly communities. [<http://www.mailman.org>]

[US Department  
of Education](#)

To ensure that parents of children with disabilities receive training and information to help improve results for their children. Types of Projects: Awards for parent information centers, community parent centers, and technical assistance to centers. Education Level: Pre-K, Early Childhood, K-12. Applications available 12/15/2000. Deadline 3/23/2001. [<http://web99.ed.gov/GTEP/Program2.nsf/a5b8d6c38fdd4ca08525644400514f2c/a2f796d4ccdec1eb85256571007e4ddf?OpenDocument>]

[Catalog of Federal  
Domestic  
Assistance](#)

The Catalog of Federal Domestic Assistance is a government-wide compendium of Federal programs, projects, services, and activities that provide assistance or benefits to the American public. It contains financial and non-financial assistance programs administered by departments and establishments of the Federal government. [<http://www.cfda.gov/>]

[Related Federal  
Legislation](#)

See Individuals with Disabilities Education Act, Part D, Subpart 2, Chapter 2, Sections 681-684  
<http://www.ed.gov/offices/OSERS/IDEA/>

[Related N.C.  
Legislation](#)

See North Carolina Mental Health, Developmental Disabilities, and Substance Abuse Act of 1985. Chapter 122C  
<http://www.ncga.state.nc.us/statutes/statutes%5Fin%5Fhtml/chp122c.html>

## **Appendix D**

### **Full Proposal**

**Requesting Organization:** Tammy Lynn Center for Developmental Disabilities

**Address:** 739 Chappell Drive, Raleigh, NC 27606

**Project Director:** Beth Buch, Home-Based Services Director

**Phone** (919) 832-8475

**Fax** (919) 832-8475

**E-mail** bbuch@tammylynncenter.org

**URL:** <http://www.tammylynncenter.org/>

### **Request**

The Tammy Lynn Center for Developmental Disabilities (TLCDD) requests a grant of \$14,570 from the Belk Foundation to support its efforts to establish a free resource center for parents of children with special needs and their service providers. The Individuals with Disabilities Act (IDEA) specifically recognizes the importance of helping parents of children with special needs access information which will assist them to: one, better understand the nature of their children's disabilities; two, communicate effectively with personnel responsible for providing early intervention services; three, participate in decision-making processes; and four, obtain appropriate information about the range of options, programs, services, and resources available to assist their children.

In order to collaborate effectively with service providers and pursue optimal outcomes for their children, parents of children with developmental disabilities need access to information that is unbiased, current, accurate and comprehensive. The overriding goal of TLCDD's resource center is to improve the quality of life for children with special needs in Wake County by helping families and other members of the community become informed participants in their care and preparation for the future..

### **Overview**

This proposal will discuss the following: 1.) Needs to be addressed by the resource center; 2.) A description of the resource center and its target population; 3.) The problem; 4.) The Solution; 5.) Anticipated outcomes and short term objectives; 6) Evaluation methods and dissemination plan; 7.) How this resource center will differ from others in the community; 8.) The work plan and budget; 9.) The future; and 10.) TLCDD's credentials.

### **Needs to be Addressed by the Resource Center**

When a child is born with a disability, or with complications that may potentially result in significant developmental delays, parents go through a period of tremendous grief, distress and confusion. They are often frightened and searching for useful, understandable information about their child's condition. Additionally, as they come to accept the difficult situation they are faced with, parents need to learn as much as they

can in order to ensure that their children receive the services they require for the best possible outcomes.

Although research done in the field of developmental disabilities has resulted in a much-needed increase in resource materials available for the public in recent years, these specialized kinds of materials are not generally found in community libraries or bookstores. Additionally, families who have children with special needs often find it especially challenging to take care of their children while trying to search for relevant information in these busy public settings. While the Internet is potentially an extremely valuable information resource, many families either do not have access, are overwhelmed by the sheer volume of material available, or lack the skills needed to find *quality* information specific to their children's needs easily and successfully.

### **Description of the Resource Center and its Target Population**

To address these needs, TLCDD made a decision in 1999 to convert its present library into a resource center specifically dedicated to meeting the information needs of people throughout the community who care for children with developmental disabilities or delays. We were especially interested in providing a comfortable, non-intimidating space for families to come and spend time in. To this end, Glaxo Wellcome, Inc. of Research Triangle Park committed a significant amount of time, effort and money (approximately \$8,500) to renovating and refurbishing TLCDD's present library.

Additionally, with assistance from Glaxo Wellcome, Inc., Wake County Human Services

and the Knights of Columbus, TLCDD was able to acquire a TV/VCR, a CD/cassette player, a computer with the potential for Internet access, a computer printer and approximately 175 new books and videos for the project.

### **The Problem**

While these recent steps have been very positive ones for the project, the most pressing need at this time is to capitalize on these initial investments by: one, continuing to build the collection; and two, developing a simple, workable system for making resources widely available to parents, service providers and other members of the community.

At this time there is no system in place for organizing or cataloging materials. There is no system in place for searching the collection by subject, author, title, etc. There is no written policy in place for lending materials to members of the community. And lastly, the resource center does not yet have a web site to help link patrons to local resources and other valuable information available on the Internet.

### **The Solution**

TLCDD proposes to hire a Librarian/Information Specialist on a short term, contract basis, in order to help set up the center and provide the infrastructure needed for its successful continuation into the future. This will involve such tasks as:

1. Developing a system for classifying and assigning subject headings to materials

2. Creating a database for cataloging materials that can be searched by author, title, subject, publisher and year of publication
3. Developing written policies for the center and user aids for searching and evaluating information on the Internet
4. Creating a web site with links to local resources and other valuable information on the Internet
5. Training staff members and volunteers to successfully keep the center running once the groundwork has been laid
6. Assisting with collection development efforts

### **Anticipated Outcomes**

The resource center will help support the information needs of families, service providers and other members of the community who care for children with developmental delays and disabilities. It will provide a welcoming, relaxed place for families to visit when they need assistance in understanding the needs of a child or ideas for intervention. It will provide a user-friendly interface and guidelines for accessing relevant information on the Internet. Furthermore, it will address the larger issue of improving the quality of life for children with special needs in Wake County by helping families and other members of the community become informed participants in preparing them for the future. It is anticipated that parents will experience decreased stress, improved communication/collaboration with their service providers, and improved long-term outcomes for their children.



## **Short Term Objectives**

Short-term objectives to be met during the first year of operation include the following:

1. 500 materials will be cataloged in a computerized database that is searchable by author, title, subject, publication date and publisher
2. 75 resources will be borrowed by patrons in the community
3. 50 patrons will report receiving useful information regarding the diagnoses and needs of children with developmental disabilities
4. 50 patrons will report increased decision-making skills and ability to advocate for children with developmental disabilities
5. 50 patrons will report success accessing desired information using the resource center's web site and Internet user aids

## **Evaluation of Results**

In order to evaluate and document the extent to which these objectives are met, both qualitative and quantitative methods will be used. Patron feedback forms will be distributed with each item borrowed, circulation and library user statistics will be kept, and a feedback form will be included on the web site for feedback from remote patrons (see Appendixes D.1 and D.2 for sample feedback forms). This data will also be used to modify services as needed, plan new programs, make collection development decisions in the future, and write formal end of the year reports.

### **Dissemination Plan**

In order to let the community know about the resource center and its services, TLCDD will create and distribute fliers to other early intervention agencies in the community, host an open house, and include a section about the resource center in its regular parent newsletter. Additionally, other agencies in the community will be asked to provide links from their web sites to the resource center's, which is something both the Family Support Network of North Carolina and Generation Tadpole have already expressed an interest in doing. Project Enlightenment, specifically, will be referring parents and teachers of children with identified special needs to the resource center and it is expected that others will do the same. TLCDD's annual fundraising events will also provide regular opportunities to increase public awareness of the parent resource center.

### **How this Service will Differ from Others in the Area**

At this time there is no walk-in resource center or lending library in Wake County specifically dedicated to providing specialized information about developmental delays and disabilities to parents of children with special needs and their service providers. Project Enlightenment's Teacher Parent Resource Center has a broader target population and offers more general parenting information. From discussions held in 1999 about possible duplication of services, it was agreed that the two programs could complement and strengthen each other's services. If this proposal is funded TLCDD plans to formalize a cooperative approach in writing with Project Enlightenment, in order to share

listings of resources, inform one another about programs planned and avoid duplication of services. (For information about other related resource centers in the area see Appendix D.3.)

### Major Task Chart and Time Table

<b>Task</b>	<b>Person(s) Responsible</b>	<b>Aug. 2001</b>	<b>Aug.- Dec. 2001</b>	<b>Jan.- Feb. 2002</b>	<b>Feb.- Aug. 2002</b>
Hire Librarian/Information Specialist	Project Director	X			
Purchase supplies/set up ISP account	Project Director	X			
Develop a system for cataloging materials and create database	Librarian/Information Specialist		X		
Create web page and add content	Librarian/Information Specialist, Project Director, Staff		X		
Develop written policies, procedures and user aids	Librarian/Information Specialist, Project Director, Staff		X		
Train staff members and volunteers	Librarian/Information Specialist		X		
Advertise and host open house	Project Director, Staff			X	
Open center to the public, catalog materials, continue to develop the web site, gather evaluative data/statistics	Project Director, Librarian/Information Specialist, Staff, Volunteers				X
Evaluate results and write report	Project Director, Staff, Volunteers				X

## **Workplan**

Job advertisements will be posted to the following sites between May and August 2001.

- Job Listservs at the graduate schools of Information and Library Science at UNC-Chapel Hill, NCCU and UNC--Greensboro
- The State Library's NC JOBS list
- The AHECNews Listserv
- The News & Observer
- The North Carolina Special Library Association Listserv

Supplies and materials needed to support the project will be purchased, an Internet connection will be established, and a Librarian/Information Specialist will be hired for a 320-hour contract in August 2001.

The following tasks will be completed between August and December 2001.

1. Organizing, cataloging, lending of materials:

- Develop a system for classifying and assigning subject headings to the materials presently held by the collection (~40 hours)
- Develop a written policy for the lending of materials to patrons (~10 hours)
- Create a simple database for cataloging materials, storing patron information and tracking the status of materials (~60 hours)

- Develop written procedures for cataloging materials, processing materials and maintaining the database (~20 hours)
- Train two staff members and two volunteers in these procedures (~10 hours)
- Develop user aids for searching the catalog (~10 hours)
- Evaluate results and write report (~10 hours)

## 2. Creation of a web page :

- Develop a skeletal web page for the resource center (~40 hours)
- Research and add content to the web page (~80 hours)
- Develop user aids for searching the Internet successfully and evaluating the authority of web sites (~10 hours)
- Develop written guidelines for maintaining the web site (~10 hours)
- Train two staff members to maintain and develop the web site (~10 hours)
- Evaluate results and write report (~10 hours)

Flyers describing the Enrichment Center and its resources will be produced/distributed and an open house for parents of children with disabilities, service providers, and other members of the community will be hosted -- January - February 2002. The Enrichment Center will be open to the public, additional materials will be purchased and cataloged, the web site will be developed, and evaluative data will be gathered -- February - July 2002. Results will be evaluated and a formal report of the findings written -- July 2002.

## Budget

Expenditure Category	Requested	Cost Sharing	Total
<b>Personnel / Contracted Services</b>			
Project Director (\$50,000/yr x 1 yr. x 2%) + (20% fringe benefits)		\$ 1,200	\$ 1,200
Staff (\$30,000/yr x 1 yr. x 2.5%) + (20% fringe benefits)		\$ 900	\$ 900
Librarian/Information Specialist \$25/hr x 320 hrs	\$ 8,000		\$ 8,000
2 Volunteers \$14.83.hr x 10 hrs/wk x 50 wk.		\$ 7,415	\$ 7,415
<b>Personnel Subtotal</b>	<b>\$ 8,000</b>	<b>\$ 9,515</b>	<b>\$ 17,515</b>
<b>Supplies and Materials</b>			
Library Supplies	\$ 330		\$ 330
Computer Supplies	\$ 400		\$ 400
Office Supplies	\$ 100		\$ 100
Toys, Children's Books		\$ 500	\$ 500
<b>Supplies and Materials Subtotal</b>	<b>\$ 830</b>	<b>\$ 500</b>	<b>\$ 1,330</b>
<b>Non-fixed Operating Expenses</b>			
Advertising for Librarian/Information Specialist	\$ 150		\$ 150
Refreshments for Open House		\$ 150	\$ 150
<b>Non-fixed Expenses Subtotal</b>	<b>\$ 150</b>	<b>\$ 150</b>	<b>\$ 300</b>
<b>Fixed Expenses</b>			
Books/other library resources	\$ 5,000	\$ 5,358	\$ 10,358
Office rent		\$ 1,200	\$ 1,200
Telephone Line		\$ 212	\$ 212
ISP Account	\$ 240		\$ 240
<b>Fixed Expenses Subtotal</b>	<b>\$ 5,240</b>	<b>\$ 6,770</b>	<b>\$ 12,010</b>
<b>Property and Equipment</b>			
Computer and printer		\$ 2,000	\$ 2,000
TV/VCR		\$ 255	\$ 255
CD/Cassette player		\$ 200	\$ 200
Lateral file cabinet	\$ 350		\$ 350
Furniture and carpet		\$ 1,194	\$ 1,194
Renovation of library		\$ 3,930	\$ 3,930
<b>Property and Equipment Subtotal</b>	<b>\$ 350</b>	<b>\$ 7,579</b>	<b>\$ 7,929</b>
<b>Total Expenditures</b>	<b>\$ 14,570</b>	<b>\$ 24,514</b>	<b>\$ 39,084</b>

## **Budget Narrative**

- Volunteer hourly rate of \$14.83 obtained from NC Center for Nonprofits and the 2000 President's Economic Report.
- Office supplies based on best estimates from library and office supply catalogs - Highsmith, Office Max.
- Value of resources in collection based on # of different kinds of materials x average cost.
- \$2,000 for resource materials received from the Knights of Columbus.
- \$1,000 for resource materials received from Wake County Department of Human Services.
- \$4,475 for property and equipment received from Glaxo Wellcome, Inc. and individual contributions.
- \$3,930 for renovations to library (strip wallpaper, paint, refinish bookshelves, electrical work, replace carpet) received from Glaxo Wellcome, Inc. and individual contributions.

## **The Future**

To date, the resource center at TLCDD has been a collaborative project between TLCDD and a local business, Glaxo Wellcome, Inc. Its overall purpose is to improve the quality of life for children with special needs and their families. The project has been jointly

planned and actively pursued by both of these partners and both parties have a strong commitment to its success in the future.

TLCDD is committed to securing sound, ongoing funding for support of all its programs and fully expects to continue its partnership with Glaxo Wellcome, Inc. regarding the resource center in the future. Our Volunteer Services Coordinator will recruit individuals willing to assist in the running of the resource center and future grant proposals will be written and the resource center will be developed/expanded based on input received from patrons and others in the community.

Finally, once the center is up and running successfully, overtures will be made to the County to provide funding for a permanent, part time Librarian/Information Specialist who will provide reference assistance to families, assist with collection development activities, organize story telling and reading activities for children with special needs and/or low literacy parents, and assist with other programs offered by the resource center in future years.

### **TLCDD's Credentials**

TLCDD has been working with families whose children have special needs for over 30 years. Its primary mission is to provide individuals with developmental disabilities the opportunity to maximize their potential in a loving, nurturing environment. TLCDD is unique in the state of North Carolina for the comprehensive scope and continuum of



services offered. Its campus includes a number of therapy, training and conference rooms, two children's residences, a residence building for adults, a school building, and office space for staff and administration. In 1999-2000 TLCDD provided educational, residential, respite care, day care, after school care, and early intervention services to over 400 families.

TLCDD's Early Childhood Intervention Services (ECIS) program provides comprehensive home therapy and family support services for children from birth to three years of age who have either been diagnosed with developmental disabilities or are considered to be at high risk for developmental delays. Additionally, this program offers on-site therapy and other services to help families in the community who are not yet enrolled in a program and to benefit uninsured or underinsured children. Up to four new families come to TLCDD for these services each week.

ECIS celebrated its 25th anniversary in 1999-2000 and was honored to receive the statewide Anne Royal Sessions Award in recognition of its outstanding contributions and achievements. The program provided therapy and support services to 208 families during the year. A total of 237 items were borrowed from ECIS's toy lending library and 12 support group activities for families and their children were hosted. These included activities such as sign language classes for both adults and children, a computer workshop, holiday parties, and trips to Playspace, Zoofauna and the Pumpkin Patch.

As the largest program in Wake County offering this kind of comprehensive scope and continuum of early childhood intervention services, TLCDD is in a unique position to help link families of children with special needs and their service providers to the information and local resources they need. Additionally TLCDD has a staff of dedicated early childhood specialists including Teachers, Speech Therapists, Occupational Therapists and Physical Therapists who can play a valuable role in helping to ensure that the information provided is unbiased, accurate, up to date, understandable and relevant to the needs of its patrons.

### **Conclusion**

Families of children with developmental disabilities need accurate, comprehensive, unbiased, and up to date information about their children's special needs. Without this information, they will find it difficult to become active collaborators with their service providers and successful, life-long advocates for their children. Additionally, an inability to access this kind of important information can add significantly to the feelings of isolation, confusion and distress that these families and their children already experience. Your support of \$14,570 will play a catalytic role in making it possible for TLCDD to open its resource center to families in Wake County, to expand its services, and to build its collection in a way that is responsive to the needs of this important population.

## Appendix D 1

### Resource Evaluation Form

Please take a few minutes to answer the following questions. Your feedback is extremely important to the evaluation and improvement of our center.

Type of Resource (book, video, CD, cassette, journal, etc.) \_\_\_\_\_

Title of Resource \_\_\_\_\_

Has this resource provided you with useful information?

Strongly agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Strongly Disagree \_\_\_

Would you recommend this resource to others?

Strongly agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Strongly Disagree \_\_\_

If so, who? (Please check all that apply)

A friend \_\_\_ A health care provider \_\_\_ A teacher \_\_\_ Another family \_\_\_

Other (please specify) \_\_\_\_\_

Do you feel that services provided by the resource center have increased your ability to make decisions and advocate for children with special needs?

Strongly agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Strongly Disagree \_\_\_

Do you feel that services provided by the resource center have helped to decrease your feelings of isolation and/or frustration in caring for children with special needs?

Strongly agree \_\_\_ Agree \_\_\_ Disagree \_\_\_ Strongly Disagree \_\_\_

What additional kinds of resources or services you would like to see provided by the resource center? (Please specify)

Any other Comments?

## Appendix D 2

### Web Site Evaluation Form

Please take a few minutes to answer the following questions. Your feedback is extremely important to the evaluation and improvement of our web site.

Did you find the information you were looking for on our web site?

Strongly agree\_\_\_ Agree\_\_\_ Disagree\_\_\_ Strongly Disagree\_\_\_

Did you find our guidelines for searching the Internet and evaluating web sites helpful?

Strongly agree\_\_\_ Agree\_\_\_ Disagree\_\_\_ Strongly Disagree\_\_\_

Would you recommend our web site to others?

Strongly agree\_\_\_ Agree\_\_\_ Disagree\_\_\_ Strongly Disagree\_\_\_

If so, who? (Please check all that apply)

A friend \_\_\_ A health care provider\_\_\_ A teacher \_\_\_ Another family\_\_\_

Other (please specify) \_\_\_\_\_

Do you feel that information provided on this web site has increased your ability to make decisions and advocate for children with special needs?

Strongly agree\_\_\_ Agree\_\_\_ Disagree\_\_\_ Strongly Disagree\_\_\_

Do you feel that discussion groups accessed through this web site have decreased your feelings of isolation and/or frustration in caring for children with special needs?

Strongly agree\_\_\_ Agree\_\_\_ Disagree\_\_\_ Strongly Disagree\_\_\_ NA\_\_\_

What additional topics would you like to see covered on our web? (Please specify)

Any other Comments?

## **Appendix D 3**

### **Information about Other Parent Resource Centers in the Area**

(Gathered from e-mail questionnaires)

- The Methodist Home for Children, located in Raleigh, owns approximately 1600 resources, most of which are dedicated to a broad spectrum of subjects related to parenting issues, disciplining techniques, and being a foster or adoptive parent.
- Arc of Wake County has approximately 60 books, videos and pamphlets, most of which relate specifically to mental retardation. These are available to be used on site, but are not typically loaned out.
- The Family Support Network of North Carolina, located in Chapel Hill, owns 129 videos and 244 books, many of which are specifically related to developmental disabilities. These materials are sent to parents upon request, but the center is not set up for browsing.
- The Early Childhood Intervention Library also sends out materials to parents upon request. Although this special library is open to the public, it is located in Morganton, N.C., several hours west of Wake County and therefore difficult to get to for patrons in our community who wish to browse and do their own searches.
- The Autism Society of North Carolina, located in Raleigh, has approximately 200 books related to autism. Patrons can use on site, but they are not available for check out.
- Lastly, Generation Tadpole, located in Butner North Carolina, loans out adaptive equipment to parents of children with special needs, however they have very little in the way of informational resources.

## **Appendix E**

### **Letter Proposal**

The Tammy Lynn Center for Developmental Disabilities (TLCDD) requests a grant of \$14,570 from the Cemela Foundation to support its efforts to establish a free resource center for parents of children with special needs and their service providers. In order to collaborate effectively with service providers and pursue optimal outcomes for their children, parents of children with developmental disabilities need access to information that is unbiased, current, accurate and comprehensive. The overriding goal of TLCDD's resource center is to improve the quality of life for children with special needs by helping families and other members of the community become informed participants in their care and preparation for the future. We are encouraged by the Cemela Foundation's interest in preventative programs for at risk families that work to assure the well being of children.

#### **TLCDD's Mission and Current Programs**

TLCDD has been serving children with developmental disabilities and their families for over 30 years. It is a unique program in the state of North Carolina for the comprehensive scope and the continuum of services that it offers to this important population. In 1999-2000 TLCDD offered educational, residential, respite care, day care, after school care, and early intervention services to over 400 families in Wake County. Specifically, TLCDD's Early Childhood Intervention program provided comprehensive

home therapy and family support services to 208 children from birth to three years of age in 1999-2000. This program also offers on-site therapy and other services to help families in the community who are not yet enrolled in an early intervention program and to benefit uninsured or underinsured children. TLCDD's primary mission is to provide individuals with disabilities the opportunity to maximize their potential in a loving, nurturing environment.

### **Needs to be Addressed by the Parent Resource Center**

The Individuals with Disabilities Act specifically recognizes the importance of helping parents of children with special needs access information which will assist them to: one, better understand the nature of their children's disabilities; two, communicate effectively with personnel responsible for providing early intervention services; three, participate in decision-making processes; and four, obtain appropriate information about the range of options, programs, services, and resources available to assist their children.

Although research done in the field of developmental disabilities has resulted in a much-needed increase in resource materials available for the public in recent years, these specialized kinds of materials are not generally found in community libraries or bookstores. Additionally, families who have children with special needs often find it especially challenging to take care of their children while trying to search for relevant information in these busy public settings. While the Internet is potentially an extremely valuable information resource, many families either do not have access, are overwhelmed

by the sheer volume of material available, or lack the skills needed to find *quality* information specific to their children's needs easily and successfully.

### **Description of Program to be Funded and Population to be Served**

In order to address these needs, TLCDD made a decision in 1999 to convert its present library into a resource center specifically dedicated to meeting the information needs of people throughout the community who care for children with developmental disabilities or delays. We were especially interested in providing a comfortable, non-intimidating space for families to come and spend time in. To this end Glaxo Wellcome, Inc. of Research Triangle Park committed a significant amount of time, effort and money (approximately \$8,500) to renovating and refurbishing the present library. Additionally, with assistance from Glaxo Wellcome, Inc., Wake County Human Services and the Knights of Columbus, TLCDD was able to acquire a TV/VCR, a CD/cassette player, a computer with the potential for Internet access, a computer printer and approximately 175 new resource materials for the project.

### **The Problem**

While these recent steps have been very positive ones for the project, the most pressing need at this time is to capitalize on these initial investments by: one, continuing to build the collection; and two, developing a simple, workable system for making resources widely available to members of the community. At this time there is no system in place



for organizing or cataloging materials. There is no system in place for searching the collection by subject, author, title, etc. There is no written policy in place for lending materials to members of the community. And lastly, the resource center does not yet have a web site to help link patrons to local resources and other valuable information available on the Internet.

### **The Solution**

TLCDD proposes to hire a Librarian/Information Specialist on a short term, contract basis to help set up the center and to assist with collection development efforts.

### **Anticipated Long Term Outcomes**

The resource center will help support the information needs of families, service providers and other members of the community who care for children with developmental delays and disabilities. It will provide a welcoming, relaxed place for families to visit when they need assistance in understanding the needs of a child or ideas for intervention. It will provide a user-friendly interface and guidelines for accessing relevant information on the Internet. Furthermore, it will address the larger issue of improving the quality of life for children with special needs in Wake County by helping families and other members of the community become informed participants in preparing them for the future. It is anticipated that families will experience decreased stress, improved

communication/collaboration with their service providers, and improved long-term outcomes for their children.

### **Short Term Objectives and Evaluation of Results**

During its first year of operation, the following objectives will be met:

1. A Librarian/Information Specialist will be hired for a total of 320 hours at \$25/hour and provided with the supplies/materials needed to create a cataloging system, web page, user aids and written procedures for the resource center.
2. Two volunteers and staff members will be trained to catalog materials and maintain the database and web page.
3. Flyers will be prepared and distributed and an open house will be hosted to introduce members of the community to the center and its services.
6. 500 materials will be cataloged in a computerized database that is searchable by author, title, subject, publication date and publisher.
7. 75 resources will be borrowed by patrons in the community.
8. 50 patrons will report receiving useful information regarding the diagnoses and needs of children with developmental disabilities.
9. 50 patrons will report increased decision-making skills and ability to advocate for children with developmental disabilities.
10. 50 patrons will report success accessing desired information on the web site.

The following methods will be used to document the results of these anticipated outcomes:

- Volunteers/staff members working in the center will keep regular cataloging and circulation statistics
- The web site will include an evaluation/feedback form
- Patrons using the resource center will be asked to complete simple feedback forms
- The Project Director will write a formal end of the year report

## **Conclusion**

Families of children with developmental disabilities need accurate, comprehensive, unbiased, and up to date information about their children's special needs. Without this information, they will find it difficult to become active collaborators with their service providers and successful, life-long advocates for their children. Additionally, an inability to access this kind of important information can add significantly to the feelings of isolation, confusion and distress that these families and their children already experience. Your support of \$14,570 will play a catalytic role in making it possible for TLCDD to open its resource center to families in Wake County, to expand its services, and to build its collection in a way that is responsive to the needs of this important population.