

PROGRAM INFORMATION SHEET – PAGE ONE

1. Applicant Information

a. Legal Name (5a from Face Sheet):

b. Organizational unit (if different from Legal Name) :

c. Organizational Unit Address

Street1:

Street2:

City:

County:

State:

Zip+4/Postal Code:

d. Web Address: http://

e. Type of Institution (Check one):

- | | | |
|---|---|--|
| <input type="checkbox"/> Academic Library | <input type="checkbox"/> Library Association | <input type="checkbox"/> School Library or School District applying on behalf of a School Library or Libraries |
| <input type="checkbox"/> Aquarium | <input type="checkbox"/> Library Consortium | <input type="checkbox"/> Science/Technology Museum |
| <input type="checkbox"/> Arboretum/Botanical Garden | <input type="checkbox"/> Museum Library | <input type="checkbox"/> Special Library |
| <input type="checkbox"/> Art Museum | <input type="checkbox"/> Museum Services Organization/ Association | <input type="checkbox"/> Specialized Museum ** |
| <input type="checkbox"/> Children's/Youth Museum | <input type="checkbox"/> Native American Tribe/Native Hawaiian Organization | <input type="checkbox"/> State Library |
| <input type="checkbox"/> Community College | <input type="checkbox"/> Natural History/Anthropology Museum | <input type="checkbox"/> State Museum Agency |
| <input type="checkbox"/> Four-year College | <input type="checkbox"/> Nature Center | <input type="checkbox"/> State Museum Library |
| <input type="checkbox"/> General Museum* | <input type="checkbox"/> Planetarium | <input type="checkbox"/> Zoo |
| <input type="checkbox"/> Graduate School of Library and Information Science | <input type="checkbox"/> Public Library | <input type="checkbox"/> Institution of higher education other than listed above |
| <input type="checkbox"/> Historic House/Site | <input type="checkbox"/> Research Library/Archives | <input type="checkbox"/> Other, please specify: |
| <input type="checkbox"/> Historically Black College or University | | |
| <input type="checkbox"/> History Museum | | |

*A museum with collections representing two or more disciplines equally (e.g., art and history)

**A museum with collections limited to one narrowly defined discipline (e.g., textiles, maritime, ethnic group)

2. Grant Program or Grant Category

a. 21st Century Museum Professionals

b. Congressionally Directed Grants

c. Connecting to Collections: Statewide Grants

d. Conservation Project Support

- General Conservation Survey
- Detailed Conservation Survey
- Environmental Survey
- Environmental Improvements
- Treatment
- Training

e. Grants for Learning Labs in Libraries and Museums

Select Museum or Library:

- Museum
- Library

f. Laura Bush 21st Century Librarian Program

Select Funding Category:

- Project Grant
- Collaborative Planning Grant
- National Forum Planning Grant

Select Project Category:

- Master's-level Programs
- Doctoral-level Programs
- Research: Early Career Development
- Continuing Education
- Programs to Build Institutional Capacity
- Scholarship Continuation

g. Museum Grants for African American History and Culture

h. Museums for America

- Engaging Communities
- Building Institutional Capacity
- Collections Stewardship

i. National Leadership Grants

Select Museum or Library:

- Museum
- Library

Select Funding Category:

- Project Grant
- Planning Grant
- National Forum Grant

Select Project Category:

- Advancing Digital Resources
- Demonstration
- Library Museum Collaboration
- Research

j. Native American/Native Hawaiian Library Services

- Basic Grant only
- Basic Grant with Education/ Assessment Option
- Enhancement Grant
- Native Hawaiian Library Services

continued on next page...

PROGRAM INFORMATION SHEET – PAGE TWO

2. Grant Program or Grant Category (cont'd)

k. Native American/Native Hawaiian Museum Services

- Programming
 Professional Development
 Enhancement of Museum Services

l. Sparks! Ignition Grants

Select Museum or Library:

- Museum
 Library

3. Request Information

a. IMLS funds requested:

b. Cost share amount:

4. Museum Profile (Museum Applicants only)

- a. Is the institution either a unit of state or local government or a private not-for-profit organization that has tax-exempt status under the Internal Revenue Code and that is organized on a permanent basis for essentially educational or aesthetic purposes? Yes No
- b. Does the institution own or use tangible objects, whether animate or inanimate? Yes No
- c. Does the institution care for tangible objects whether animate or inanimate? Yes No
- d. Are these objects exhibited by the institution to the general public on a regular basis through facilities the institution owns or operates? Yes No
- e. Is the institution open and exhibiting tangible objects to the general public at least 120 days a year through facilities the institution owns or operates? Yes No

Institution's attendance for the 12-month period prior to the application: Onsite: _____ Offsite: _____

Year the institution was first open and exhibiting to the public: _____

Total number of days the institution was open to the public for the 12-month period prior to application: _____

- f. Does the institution employ at least one professional staff member, or the fulltime equivalent, whether paid or unpaid, who is primarily engaged in the acquisition, care, or exhibition to the public of tangible objects owned or used by the institution? Yes No

Number of full-time paid institution staff: _____

Number of full-time unpaid institution staff: _____

Number of part-time paid institution staff: _____

Number of part-time unpaid institution staff: _____

g.

Fiscal year	Revenue/ Support Income	Expenses/ Outlays	Budget deficit (if applicable)*	Budget surplus (if applicable)*
Most recently completed FY				
Second most recently completed FY				

*If Institution has a budget deficit or surplus for either of the two most recently completed fiscal years, please explain the circumstances of this deficit or surplus in the Text Responses section of the application.

5. Project Partners

In the space below, please list the names of any organizations that are official partners in the project. All official partners must include a completed Partnership Statement Form in this package.

6. Native Hawaiian Organization Eligibility (Native American/Native Hawaiian Programs only)

Is the institution an eligible not-for-profit organization that primarily serves and represents Native Hawaiians (as defined in Title 20 U.S.C. Section 7517; if yes, see Proof of Eligibility requirements)? Yes No

PROGRAM INFORMATION SHEET – PAGE THREE

7. Institutional Profile (Native American Library Services Grants only)

- a. Number of hours per week the library collection is accessible to patrons:
- b. Number of staff dedicated full-time to library operations:
- c. Number of staff with part-time library duties:
- d. Number of items in the collection (books, journals, media):
- e. Number of items checked out per year:
- f. Does library staff have access to the Internet? Yes No
- g. Does the library provide public access to the Internet? Yes No
- h. Amount of operating budget for library services in most recently completed fiscal year:
- i. Identify which of the following activities will be supported by grant funds (check all that apply):
 - Expand services for learning and access to information and educational resources.
 - Develop library services that provide all users with access to information.
 - Provide electronic and other linkages between and among all types of libraries.
 - Develop public and private partnerships with other agencies and community-based organizations.
 - Target library services to help increase the access and the ability to use information resources for individuals of diverse backgrounds, with disabilities, or with limited functional literacy or information skills.
 - Target library and information services to help increase the access and the ability to use information resources for persons having difficulty using a library, and for underserved urban and rural communities.
- j. Maintenance of Effort (check the appropriate response):
 - This year's expenditures will equal or exceed previous 12 month grant period. Maintenance of effort is assured.
 - This year's expenditures will not equal or exceed previous 12 month expenditure. Maintenance of effort is not assured.
 - Maintenance of effort does not apply.

8. Collection and Material Information (Conservation Project Support Grants only)

a. Type of Collection

- Art
- Natural History
- Living Plants
- History
- Anthropology
- Living Animals

b. Types of Materials. Use a scale from 1 (primarily affected) to 4 (minimally affected) to show which collection types are primarily affected by the project:

aeronautics, space/airplanes	horological (clocks)	photography, negatives
animals, live	landscape features, constructed	photography, prints
animals, preserved	machinery	physical science projects
anthropologic, ethnographic	maritime, historic ships	plants, live
archaeological	medals	plants, preserved
books	medical, dental, health, pharmacological	sculpture, indoor
Ceramics, glass, metals, plastics		sculpture, outdoor
documents, manuscripts	military, including weapons	textiles and costumes
furniture/wooden objects	motion picture, audiovisual	tools
geological, mineral, paleontological	musical instruments	toys and dolls
historic building	numismatics (money)	transportation, excluding airplanes
historic sites	paintings	
	philatelic (stamps)	works of art on paper

PROJECT PALS: PANHANDLE AUTISM LIBRARY SERVICES

Project PALS (Panhandle Autism Library Services) responds to the IMLS Laura Bush 21st Century Librarian Program Category 5 – Continuing Education, and will occur from May 1, 2013 to April 30, 2015. Two Florida State University Centers – The Autism Institute (College of Medicine) and the Partnerships Advancing Library Media (PALM) Center (School of Library and Information Studies) will partner in this project to develop and improve information services to a group of underserved patrons - those on the autism spectrum (ASD) who reside in rural areas. Other project collaborators include the FSU Center for Autism and Related Disabilities (CARD), the Panhandle Library Access Network (PLAN), the Scotch Plains New Jersey Public Library Libraries and Autism: We're Connected project, Syracuse University Project ENABLE, an advisory board, and public, school, and academic libraries in the Florida Panhandle. FSU educators, partners, and collaborators will develop, implement, and evaluate highly interactive multimedia online professional development opportunities for librarians and determine its impact on patrons with autism in public, academic, and school library demonstration sites. Project PALS has the following goals:

Goal #1: Patrons with ASD will become more successful in library settings.

Goal #2: Librarians who successfully complete Project PALS professional development will increase understanding of patrons with ASD and demonstrate this in knowledge, skills, attitudes and behavior.

Goal #3: A tested professional development model will be made available nationwide to librarians that support Outcomes 1-2.

The number of children and adults diagnosed with autism has grown tremendously in the United States. It is the fastest growing disability. The design of Project PALS is guided by a literature review, knowledge of the field of librarianship, focus groups, development of one proof in concept professional development module, "Arranging the Library Environment supported by FSU funds, and a pilot study of library patrons with ASD at Florida State. An increasing number of programs offered at the annual conference of the American Library Association, professional webinars, and other IMLS projects are dealing with patrons with disabilities, but less frequently with the specific disability of autism.

Project PALS is grounded in a firm foundation of existing work of the Autism Institute whose goals include to build the capacity of primary care and other service providers, educators, employers, family members, and individuals with autism spectrum disorders to improve outcomes through research and training; and to maximize the use of innovative video and computer information technology in research, education, and service related to autism spectrum disorders. The Institute has developed the "Autism Navigator," a copyrighted program of high quality online diagnostic tools and interactive instruction relating to autistic disorders delivered over a global computer network and which will be expanded and adapted for this project. Institute personnel conduct trainings for parents and caregivers throughout north Florida, often in library settings. Project PALS will leverage this knowledge, and that of its collaborators, to conduct unique online professional development for all types of librarians in the North Florida Panhandle, field-test it, and expand it to a national audience. It is projected that we will initially

reach 1240 librarians in the Florida panhandle who are members of PLAN and over 3000 clients with ASD of CARD with the potential to reach thousands more on a national scale.

This project will also incorporate research components, which will intensify sustainability. Formal quantitative and qualitative research protocols will be used in gathering data in all phases including monitoring of test sites in a public, academic, and school library. In addition, a doctoral student will assist and whose own research be formed to focus on aspects of ASD patrons and their information needs. Findings to the profession will be disseminated widely by presenting at conferences, in journal articles, through Syracuse University's Project ENABLE and via a portal that deals with ASD patrons in libraries. The professional development and resulting model will be made widely available and will inform librarians about the types of library settings, activities, services, and materials that patrons with ASD prefer and support their success.

PROJECT PALS: PANHANDLE AUTISM LIBRARY SERVICES

Project PALS (Panhandle Autism Library Services) responds to the IMLS Laura Bush 21st Century Librarian Program Category 5 – Continuing Education, and will occur from May 1, 2013 to April 30, 2015. Two Florida State University Centers – The Autism Institute (College of Medicine) and the PALM Center (School of Library and Information Studies) will partner in this project to develop and improve information services to a group of underserved patrons - those on the autism spectrum (ASD) who reside in rural areas. Other project collaborators include the FSU Center for Autism and Related Disabilities (CARD), the Panhandle Library Access Network (PLAN), the Scotch Plains New Jersey Public Library Libraries and Autism: We're Connected project, Syracuse University's Project ENABLE, an advisory board, and public, school, and academic libraries in the Florida Panhandle. FSU educators, partners, and collaborators will develop, implement, and evaluate unique interactive multimedia online professional development opportunities for librarians and determine its impact on patrons with autism in public, academic, and school library demonstration sites. The tested professional development modules will subsequently be offered nationwide.

Statement of Need

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder classified as Pervasive Developmental Disorder (American Psychological Association [APA], 2000). ASD includes those diagnosed with Autistic Disorder, Asperger Syndrome (AS), and Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS). Over the past two decades the prevalence of ASD has risen significantly to the point that it is now is the largest growing disability in the United States. A recent report from the Centers for Disease Control and Prevention (CDC, 2012) confirms that ASD is present in approximately 1 child in every 88 based on school record review of 8 years olds. From 1992 to 2004, the number of students between the ages of 6-21 identified with autism in the schools has risen from 15,302 to 165,662, an increase of more than 500% in the last decade alone.

Persons with ASD face considerable social, vocational, and educational challenges. Approximately 50% of individuals with ASD experience significant intellectual and adaptive disorders; however, it is the social and communication impairments that limit their opportunities for community participation, independence and the quality of their lives most significantly. Even among those with IQ scores in the average range, most adolescents and adults with autism report no close friends, dependence on their families, and experience low employment status (Howlin et al., 2004). More recently, data from the National Longitudinal Transition Survey (Sanford et al., 2011) indicate that only 47% of young adults with ASD are enrolled in postsecondary school and 45% reported some form of paid employment although their rate of pay was on average \$5.50 less per hour than that reported by typical peers. Young adults with autism were less likely to see friends informally on a weekly basis (48%) than their peers with other disabilities including learning disabilities (85%) and cognitive impairment (62%; Sanford et al., 2011). Of further interest to this proposal is the growing number of adults in need of intervention, resources and supports and the limited availability of community based services. As more students identified with ASD reach adolescence and adulthood, the need for outreach and opportunities for the adult population with ASD expands. While almost 100% of students identified with ASD receive services and supports through an Individual Education Plan (IEP) in school including opportunities to utilize the school library, rates of service use range from less than 10% for speech therapy to 42% for case management; and shockingly, 39% of youths with an autism spectrum disorder received no services post graduation. The adjusted odds of no services were higher among African American participants, rural participants, and those with low incomes.

Why libraries? Autism Speaks, the world's largest autism science and advocacy organization, has identified leisure participation and employment in libraries as excellent environments for individuals with ASD (Autism Speaks, 2011). Libraries, by their very nature, are comfortable, low stress places for people with ASD. Libraries have predictable rules, have logical layouts, materials are arranged systematically, and generally they are quiet – all characteristics that this population prefers. Technology is often available that enables patrons to function independently and addresses various learning styles (Ennis-Cole & Smith, 2011). Libraries are important avenues for accessing community resources and have the potential to serve as a safe and acceptable location to explore

employment, connect with others, and participate in self-directed learning. An exploratory study (Brown et al, 2011), conducted at the Florida State University Goldstein library with eight teenagers with ASD found that each of the participants increased their social interactions and communicative initiations with peers, increased the frequency and complexity of verbal communication, and increased the length of time working with others in areas of interest. Both parents of the students and the participants evaluated the experience positively. (Supportingdoc1)

Despite the potential of libraries to serve this population, there is no research and just one specific information resource. The Scotch Plains Public and the Fanwood Memorial Libraries (located in New Jersey) website, "Libraries and Autism: We're Connected," covers the subject of librarians and their role in making patrons on the autism spectrum comfortable and successful in their interactions with their libraries (Scotch Plains Public Library & Fanwood Memorial Library, 2011). With that notable exception, most often any information that librarians obtain concerning patrons with ASD is received under an umbrella of all disabilities. Dr. Ruth Small, Director of Syracuse University's Project ENABLE, an IMLS-funded continuing education program in effective library and information services for students with disabilities for school librarians in New York, notes in her letter of support that Project PALS "is filling a critical need for librarians nationwide in providing effective library and information programs and services to this underserved population." Directors from the Libraries and Autism project (Supportingdoc2) and Project ENABLE (Supportingdoc3) will be used as consultants in Project PALS.

And although ASD is the largest growing disability in the United States little has been accomplished to ensure that patrons with ASD will be successful in library settings. One step in achieving this success might be to offer research-based professional development to librarians that will increase their understanding of patrons with ASD. Recognizing this need for knowledge about how those with ASD can be best served in libraries, the Florida State University Council on Research Creativity is currently funding an exploratory study during the 2012-13 academic year. The co-PIs of this proposed project are conducting needs assessments of rural Florida communities, will visit the New Jersey site for further information, establishing an advisory board, seeking input from stakeholders to develop a relevant prototypes of training materials for librarians, determining feasibility for use of these materials within rural settings, and developing a prototype module, "Arranging the Library Environment." This module will be pilot tested by participants in Syracuse's Project ENABLE this spring and Dr. Everhart will attend their summer workshop and conduct interviews with participants in order to improve Project PALS. This preliminary phase is already being funded by the exploratory study. Based on feedback from panhandle focus groups (which included adults with Asperger's, parents of children with autism, and professionals working with individuals with ASD, (Supportingdoc4), also part of the exploratory study, we are proposing a series of highly interactive multimedia modules that would comprise a certificate in *Services to the ASD Community* for all types of librarians:

- 1) **About Autism** – Will explore three important topics – core diagnostic features of autism, current information on prevalence and causes of autism, and the critical importance of supports and services to individuals with ASD.
- 2) **Arranging the Library Environment** (in progress) – Building on the content in module 1, we will discuss strategies to provide individuals with ASD access to places and spaces, as well as visual supports to enhance their communication and independence in the both existing libraries and planning for new facilities.
- 3) **Social Networking and Interacting with Technology** – Many individuals with ASD use technology. How the library, and instruction in 21st century skills, can be employed to enhance the life skills and participation in work and community involvement will be explored.
- 4) **Communicating with Individuals with ASD** – One of the core deficits of ASD is social communication. This unit will provide strategies for librarians to understand and support the unique communication styles of individuals with ASD.

Project PALS is grounded in a firm foundation of existing work of the FSU Autism Institute who will join and the PALM Center at the School of Library and Information Studies (SLIS). The Autism Institute's goals include to build the capacity of primary care and other service providers, educators, employers, family members, and individuals with autism spectrum disorders to improve outcomes through research and training; and to maximize the use of innovative video and computer information technology in research, education, and service related to

autism spectrum disorders.

The Institute has developed the “Autism Navigator (AN),” a copywrited program of high quality online diagnostic tools and interactive instruction for professionals engaged with individuals with ASD and their families. AN is much more than the typical webinar or web-based training. The content in each unit is presented through a set of questions that are answered through interactive media containing audio narration, closed caption, ample illustrative video clips, research briefs, checklists and materials to support learning, and materials to share with families. Each question ends with a brief Check your Knowledge activity before proceeding to the next question and each unit ends with a post-test. Other innovative features of AN are that one can click the Ideas button and view selected mini-documentaries and short talks and one can click the Tools button and access sample materials and web resources. (Supportingdoc5) AN will be expanded and adapted for this project.

Autism Institute personnel conduct trainings for parents and caregivers throughout north Florida, often in library settings. Project PALS will leverage this knowledge, and that of its collaborators, to develop and conduct this unique online professional development for all types of librarians in the North Florida Panhandle, field-test it, and expand it to a national audience. The need is great since very limited professional development, programming or research currently exists. The project proposed here would fill a significant gap in both the fields of library science and autism as noted in letters of support from these communities (Supportingdoc6-10)

Impact

Project PALS’ goals focus on professional development, enhancement of library programs, facilities and services to ASD patrons, and extending research capacity in the library and information science (LIS) field. The identified audiences for the professional development include professional librarians, LIS students and educators, and researchers but the ultimate beneficiaries will be persons with ASD.

Supporting the Purposes and Priorities of this Program

Priority 1: Build greater skills and abilities in the library and archives workforce. On a global scale, the professional development offered by Project PALS will build greater skills and abilities in the participating librarians and how they deal with autistic patrons. On a local scale, we will involve FSU master’s LIS intern liaisons between Project PALS PIs and the FSU medical school library and module content will be integrated into courses in LIS and Communications Sciences and Disorders. One doctoral student involved in the project will become knowledgeable about ASD and libraries and, as a faculty member, will be able to extend his/her knowledge into research and teaching.

Priority 2: Contribute to results or products that will benefit multiple institutions and diverse constituencies. Because the professional development will be online, it will be available to any institution or person who has an internet connection. Content will benefit public, school, and academic librarians. The products will be focused on rural librarians more specifically because they are less likely to be able to travel to formal workshops or conferences. Particularly in Florida, most of these rural areas are comprised of poor and minority populations.

Priority 3: Transform practice. Innovative approaches will be given high consideration. Interdisciplinary experts in both ASD from the medical community, communication sciences and disorders, and library science will develop the Project PALS curriculum making it unique and authoritative to these varied disciplines. The incorporation of the Autism Navigator is an innovative approach with the potential to transform practice of librarians and how they serve patrons with ASD.

Priority 4: Be adopted by other institutions. FSU has a tradition of offering high quality online distance education for nearly two decades. Their completely online master’s degree has consistently ranked in the top 10 in the nation according to *U.S. News and World Report*. Faculty design rich experiences using Collaborate and

Blackboard that have served as models locally and nationally. Those who complete the four-module training will be eligible to receive a certificate from FSU in *Services to the ASD Community*, which will enable them to demonstrate to employers this specialized knowledge. Project personnel, consultants, and advisory board members will use their connections in the LIS and autism communities to widely disseminate the information and encourage adoption by other institutions. Project PALS will have a website that will also be linked and distributed through the Project ENABLE website.

Project Design

Summary: Project PALS is a two-year project that seeks to develop a series of four online modules that will provide professional development for librarians on dealing with library patrons on the autism spectrum. It partners personnel from the PALM Center and Autism Institute at Florida State University who will plan the module content in consultation with personnel from the project Autism and Libraries: We're Connected at the Scotch Plains Public Library, Project ENABLE at Syracuse University and an advisory board composed of members of the library and autism communities.

This unique form of asynchronous distance education will be programmed by personnel at the Florida Center for Interactive Media to be highly engaging and interactive and incorporate the already highly successful Autism Navigator. The Panhandle Library Network (PLAN) will serve to facilitate integration of the module content into library services in the Florida panhandle (Supportingdoc11) and upon further pilot testing it will be available nationwide. Several audiences will be served: 1) Number of librarians who are PLAN members - 1270; 2) Number of clients who are members of CARD – 3000; and 3) Number of librarians and patrons with autism nationwide – wide reaching. The module, About Autism, will be freely available to everyone – including the general public throughout the grant period and beyond. The remaining modules, which include copyrighted materials, will be password protected and available to LIS faculty to use with their students free of charge. When the modules are marketed nationally, there will be a nominal fee charged to support maintenance and updating content on a yearly basis. Support will be provided through the SLIS help desk at FSU. During the second year of the project, based on interest and implementation, this fee will be determined. The Autism Navigator has been highly successful and in this project is expanding to another arena. The project's design ensures that normal operations will not be disrupted in the libraries. Participants taking the course will do so online on their own time.

Project outcome-based evaluation provides a framework for managing the project and for measuring the extent to which it is successful in meeting its stated goals. For purposes of measurement and to further clarify the broadly stated outcomes, observable indicators are provided under each outcome. Adjacent to the indicators, we have listed the methods (data source, activities with dates, and targets) used to collect measurement data. Measureable pre and post data, pilot sites focus group interviews, an advisory board, and consultants will be employed for formative and summative evaluation.

Table 1. Outcomes and Evaluation

Outcome #1: Patrons with ASD will become more successful in library settings.

Indicators (measurable outcomes)	Data Source (where data will be found)	Activities and Dates (how and when information collected)	Target (evaluation)
Patrons with ASD will demonstrate increased independence (e.g. use of technology, ability to locate materials, time spent interacting with materials) in their use of the library.	Observation rubrics	Librarians at pilot sites collect data pre and post module training. (Pre - Summer & Fall, 2014; Post – Spring, 2015)	Increase in rubric score by at least 30%

Patrons with ASD will increase their number of library visits either physically or virtually.	Library statistics; website statistics	Librarians at pilot sites collect statistics pre and post module training. (Pre - Summer & Fall, 2014; Post – Spring, 2015)	Increase in attendance by at least 25%.
Patrons with ASD will express increased satisfaction with the library.	Survey and follow up interviews	Doctoral student at FSU will conduct an online survey and follow up interviews with patrons and/or caregivers (Spring, 2015)	Increase in satisfaction by at least 40%
Patrons with ASD will increase engagement with technology	Observation rubrics	Librarians at pilot sites collect data pre and post module training. (Pre - Summer & Fall, 2014; Post – Spring, 2015)	Increase in rubric score by at least 30%

Outcome #2: Librarians who successfully complete Project PALS professional development will increase understanding of patrons with ASD and demonstrate this in knowledge, skills, attitudes and behavior.

Indicators (measurable outcomes)	Data Source (where data will be found)	Activities and Dates (how and when information collected)	Target (evaluation)
Librarians will increase their knowledge of ASD patrons.	Pre-post test included in each module	Module completion; Fall 2014 & Spring 2015	Increase from pre to post test of an average of 35%
Librarians will increase their skills related to ASD patrons.	Select follow-up interviews and surveys	Contact participants six months after completion of modules; Spring 2015	At least 70% of those interviewed and surveyed will report increase in skills
Librarians will report a more positive attitude in dealing with ASD patrons.	Librarian self-assessment form	Contact participants six months after completion of modules; Spring 2015	At least 70% of those assessed will report a more positive attitude
Librarians will make environmental changes in their libraries in order to increase successful use by ASD patrons.	Select follow-up interviews and surveys; Photo postings on project Facebook site	Contact participants six months after completion of modules; Spring 2015	At least 70% of those assessed will report a making at least two changes to their library environment; at least five photos per month will be posted to the Project PALS Facebook site of improved library environments
Librarians will recommend the modules to other professionals as being of value.	Enrollment data	Devise question on registration form to determine if modules were recommended; Spring 2015	At least 25% of enrollees will have reported that a previous participant recommended the modules.

Librarians will engage in at least one community outreach activity related to ASD.	Select follow-up interviews and surveys	Contact participants six months after completion of modules; Spring 2015	At least 70% of those assessed will report a making at least two changes to their library environment
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Outcome #3: A tested professional development model will be made available nationwide to librarians that support Outcomes 1-2.

Indicators (measurable outcomes)	Data Source (where data will be found)	Activities and Dates (how and when information collected)	Target (evaluation)
Arranging the Library Environment module will be developed.	Module mounted on Blackboard Collaborate	Content outlined via input of focus groups and advisory board (Fall 2012) Module programmed (Spring 2013)	Was the module developed?
Arranging the Library Environment module will be pilot tested.	Focus group interviews Evaluative rubric	Participants of Syracuse University's Project ENABLE summer workshop (Summer 2013)	100% of the participants in Project Enable Summer Workshop will provide feedback in focus groups and with rubric; Less than 15% of module content must be edited
Remaining 3 modules will be developed.	Modules mounted on Blackboard Collaborate	Content outlined via input of focus groups and advisory board (Summer 2013) Modules programmed (Fall 2013)	Were the modules developed?
Remaining 3 modules are pilot tested.	Focus group interviews Evaluative rubric	Librarians who are members of PLAN (Spring 2014)	At least 30 librarians from school, public, and academic libraries in the Florida Panhandle will provide feedback in focus groups and with rubric; Less than 15% of module content must be edited.
Module information will be disseminated via the Project PALS website and through PLAN.	Website statistics, PLAN registration statistics.	Traffic monitored on the Project PALS website via Google analytics; PLAN registration records (Spring 2014)	At least 100 librarians from the PLAN service area will enroll for all four modules.
A certificate, <i>Services to the ASD Community</i> , will be offered from FSU.	Certificate approval memo by the FSU Graduate School	Presentation to FSU SLIS master's committee, graduate school, and graduate policy committee (Fall 2013)	Was the certificate developed and approved?

National model will be available nationwide.	PALS registration website is available, Project ENABLE link in enacted	Traffic monitored on Project PALS website via Google analytics, email inquiries, other dissemination data (Fall 2014, Spring 2015)	At least 40 librarians from outside Florida will enroll for all four modules.
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Project Resources

Personnel

A project team has been organized to include specific talents and skills to ensure a successful project with meaningful results (See Resumes). Agreements have been signed that declare that key personnel will be granted course reductions in order to manage and implement the project and to ensure that normal operations are not interrupted.

Project Directors: (1) **Dr. Nancy Everhart**, Director of the PALM Center, and project co-director will spend 60% of her time in the summers and between 20% and 40% of her time in the academic years on project management and implementation. Dr. Everhart served as President of the American Association of School Librarians in 2010-11 and visited 38 outstanding school libraries throughout the United States noting a need for autism services. (2) **Dr. Juliann Woods** (10%), FSU College of Communication and Information, is a Professor in the School of Communication Science and Disorders, Director of the Communication and Early Childhood Research and Practice Center and an Associate Director for Research to Practice in the Autism Institute. Dr. Woods, collaborates with Dr. Wetherby on research from NIMH and Autism Speaks, teaching from the Office of Special Education Programs (OSEP) and on the Autism Navigator, a series of web based professional development tools developed or in the development phase with funding from multiple sources. Dr. Woods serves as a consultant to several education agencies on early intervention and technology use in professional development for students with ASD and other developmental disorders. Dr. Woods is an active researcher and doctoral mentor, but she is also a dedicated teacher and will be integrally involved with the development of the AN for Librarians and the field testing to ensure maximum effectiveness of the results are applied to the learners. The project directors are national leaders in their respective fields, both known for their research in evaluation of programs, and have extensive experience at successfully managing grant projects, publishing extensively, and presenting nationally and internationally. Dr. Everhart has had 3 IMLS grants over 2.5 million among other funding, and Dr. Woods has been a PI or Co-PI on over 15 million in funded research or training.

Consultants: (3) **Dr. Amy M. Wetherby**, is a Professor in the Department of Clinical Sciences and Director of the Autism Institute in the College of Medicine and the Laurel Schendel Professor of Communication Disorders at Florida State University and has thirty years of clinical experience and is a Fellow of the American Speech-Language-Hearing Association. Dr. Wetherby will serve as a senior advisor to this project. Dr. Wetherby has published extensively and presents regularly at national conventions on early detection of children with autism spectrum disorders and intervention for children with autism spectrum disorders using the SCERTS® model. She is currently directing several national grants specializing in autism funded by the U.S. Department of Education, National Institutes of Health, and Centers for Disease Control, Autism Speaks and the National Institutes of Mental Health. (4) **Meg Kolaya**, director of Autism and Libraries: We're Connected and (5) **Dr. Ruth Small**, director of Project ENABLE will serve as consultants and members of the Project PALS advisory board. Both have knowledge of librarians' roles in dealing with patrons with ASD and other disabilities and Dr. Small has directed several successful IMLS projects. (6) **An 6 member advisory board**, comprised of professionals from the autism and library communities in the Florida Panhandle, will play a major role in assessment of Project PALS, performing formative and summative evaluation and in cross disciplinary dissemination; they will meet for a total of three times using Collaborate and once per year in Tallahassee.

Students: (7) **One doctoral student** will serve as a research assistant for various phases of the project. The

student will be chosen for his/her research capacity and their interest in autism/disabilities; at a minimum the student will co-author one research paper and will be able to conduct research for their dissertation as he/she takes part in the project. The student will be selected from SLIS and will also take 9 credits in coursework in Communication Science and Disorders (COMSD) during the project period. (8) **Master's student interns** (one per semester) will serve as liaisons with the FSU College of Medicine Library and the project directors conducting literature reviews and providing requested resources. They will enroll in the SLIS internship course, receive course credit, and gain experience working in a medical library (Supportingdoc12). (9) **Two undergraduate students**, one from SLIS and one from SCSD, who are Garnet and Gold Scholars (Supportingdoc13) will be involved in real world experiences through an internship with either SLIS or AI to support the development of interactive multimedia professional development. This will support accomplishments either as an internship or through service learning, two of the five areas required for attaining the Garnet and Gold Scholars Society. Garnet and Gold Scholar Society members demonstrate how they have developed their leadership, professional, citizenship and/or research skills while building collaborative relationships in the academic, local or global community.

FSU Personnel: (10) **Dr. Linda Gessner** will spend 10% of her time assuming primary responsibility for overseeing the day-to-day coordination of the project, communication with the development team, the participants, advisory board and the consultants; for providing supervision of student assistants, and ensuring that consistency and accuracy of content is achieved. Her background in both Special Education and Nursing will assist the team development of materials to support the unique learning styles of adults with ASD (11) **Dr. Kathleen Burnett**, Director of the School of Library and Information Studies, will work with the project directors throughout the project. (12) **Dr. Larry Dennis**, Dean of the College of Communication and Information, will also support the project and assist with overall management. (13) **Staff at the Florida Center for Interactive Media (FCIM)** will adapt and incorporate the Autism Navigator into the professional development modules. (14) An **Autism Navigator designer** will assist FCIM staff. (14) **Dr. Christie Koontz**, SLIS Internship Coordinator, will coordinate the master's students internships at the FSU College of Medicine Library. (15) **Barbara Shearer**, Director of the FSU College of Medicine Library, will provide on-site supervision of master's student interns.

Facilities, Equipment and Supplies

Most project activities will take place at the Autism Center, located off-campus in a nearby office complex. The 300 square-foot facility has available a conference room with teleconference capabilities, other offices, phone, fax and wired or wireless Internet capabilities as well as online access to the FSU libraries and e-journal subscriptions to support program activities. In addition to faculty, there are technical and other support staff. Programming for the modules will take place at the Florida Center for Interactive Media, a state—of-the-art production facility with equipment for high quality video and audio production and editing. The doctoral student will have access to a study carrel with computer and internet access in the PALM Center.

Time

The grant period will run from May 1, 2013 until April 30, 2015. Throughout Project PALS the FSU team will work closely with our consultants and advisory board to implement the project, evaluation and dissemination, and finally to report to IMLS as directed. Activities will be accomplished according to the following phases (see also Schedule of Completion):

Phase 1 (May 1, 2013 – October 31, 2013):

Recruit doctoral student, master's intern, and undergraduate students; plan Advisory Board meeting, identify library partners for implementation study, gain IRB approval from FSU and partner libraries, develop interview questions, observation rubrics and protocols, pilot-test "Arranging the Library Environment" module with Project ENABLE workshop participants, attend Project ENABLE workshop with team and receive focus group feedback from Project ENABLE workshop participants; outline curriculum content and construct storyboards for modules 2, 3 and 4.

Phase 2 (November 1, 2013 – April 30, 2014)

Incorporate feedback from Phase 1 and Advisory Board meeting (conducted during this phase) into programming design of modules 2, 3 and 4; pilot-test modules, apply for FSU certificate program approval; develop program website.

Phase 3 (May 1, 2014 – October 31, 2014)

Continue to pilot-test modules developed in Phase 2, incorporate feedback from pilots and revise modules, offer free modules to members of PLAN, plan Advisory Board meeting, make modules available nationwide.

Phase 4 (November 1, 2014 – April 30, 2015)

Analyze dissemination and evaluative data from Phase 3 in conjunction with Advisory Board, continue to register participants, write detailed final report, disseminate findings.

Budget

100% of funds requested and provided as match will be used to develop and disseminate the modules and determine their impact. 45 % of direct project costs will support FSU personnel to manage the project and to plan, design, implement, and assess the modules (see details above for all personnel). An additional 10% of the direct costs will support one doctoral student who, as a member of the team, will meet partial requirements for their PhD while providing both a beneficial and a cost effective way to carry out the project. 1% will go to two undergraduate students who will assist in curriculum development and web design. 6% will go to consultants, 2% will go for our interdisciplinary Advisory Board of whom will provide specific formative and summative evaluation. 10% will be used for the two project directors and the doctoral student to attend conferences (dissemination and sustainability) and for the consultants and advisory board to attend an annual meeting in Tallahassee. 4% will go for rental space at the Autism Institute. 51% of the total budget is constituted with matching funds which includes professional time, student support, and programming services.

Diversity Plan

Autism does not target any specific racial or ethnic group. It is expected that the ASD community served by Project PALS will reflect the diverse demographics of Florida as a whole:

- Persons of Hispanic or Latino origin comprise about 21% of Florida's population.
- About 16% of Florida's population identify themselves as African American.
- Asian persons in general account for 2.3% of the population of Florida.
- About 23% of persons over five in Florida speak a foreign language in addition to English.
- Foreign-born individuals represent about 19% of Florida's population. (Florida Quick Facts, 2012).

The rural Florida panhandle is comprised of the poorest counties of Florida where services are more limited – for both area librarians for professional development – as well as ASD library patrons for whom this project is ultimately designed to benefit.

Diversity is addressed in several other areas of this project's design. The Autism Navigator modules will be inclusive by using photo and video footage that includes minorities. Minorities will also be used on the website and in advertising and dissemination materials. The advisory board will be selected to ensure diversity. For the initial workshop in Syracuse, the team chosen will be diverse. Distance education in general is multi-modal and handicapped accessible.

Although not a part of this proposal, once the modules are developed, we plan to collaborate with the Center for Hispanic Marketing Communication (Supportingdoc14) also within the FSU College of Communication and Information. Since the modules will be closed captioned, it will be straightforward to translate them to Spanish and other languages.

Communication Plan

Primary communication about Project PALS modules will be via the project website whereby participants can self-enroll. The website will be widely publicized through the Project ENABLE website, on listservs such as JESSE (library science educators), related Facebook sites (such as the PALM Center) and through listservs of the various ALA divisions. We will make application to be linked from the ALA Online Learning website where professional development opportunities for librarians are assembled. In the initial stages, PLAN personnel will distribute information to members. Collaborating partners, the Autism Institute and CARD will publicize availability on their websites and promote community participation through flyers, newsletters and on-site visits. Further communication will take place through the PIs at professional conferences for both the library and autism communities as well as in professional journals. The doctoral student will be encouraged and assisted in publishing research about the project. Undergraduate participants will be encouraged to present their work at local campus events such as DigiTech an online gallery and in-person showcase of student innovation with technology (Supportingdoc15). As part of the modules themselves, participants will be encouraged to communicate their availability to others.

Sustainability Plan

Sustainability is assured since these online modules will be self-enrolling, self-paced, and asynchronous. The module, About Autism, will be freely available to everyone – including the general public. The remaining modules, which include copyrighted materials, will be password protected and available to LIS faculty to use with their students free of charge. When the modules are marketed nationally, there will be a nominal fee charged to support maintenance and updating content on a yearly basis. During the second year of the project, based on interest and implementation, this fee will be determined. The Autism Navigator has been highly successful and in this project is expanding to another arena. Students from LIS programs will be able to take the modules as part of classes that will get institutionalized. For example, in a new course being developed here at FSU that deals with special populations, the four modules will be an integral unit. The doctoral student involved will develop a research agenda in this area that will sustain research and publication for years to come. Key to sustainability is the ongoing work of the PALM Center (Supportingdoc16) and Autism Institute (Supportingdoc17) which are highly successful centers. Original field-tested data instruments will result and be made available via the modules and on the website which will be updated on an ongoing basis. As a result of the training librarians receive it is hoped that they will build new and sustained connections with professionals from the autism community.