

**CALIFORNIA STATE LIBRARY
FISCAL YEAR 2015-2016
LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA)
PITCH AN IDEA GRANT APPLICATION**

ELEMENT 1: BASIC INFORMATION (please see application instructions for additional information)

Applicant Information

- | | |
|--|--|
| <p>1. Library/Organization
Arcadia Public Library</p> <p>3. Internet Web Site Address
http://library.ci.arcadia.ca.us</p> <p>4. Project Coordinator Name & Title
Darlene Bradley Library Services Manager</p> <p>6. Business Phone Number
626.821.5570</p> <p>8. Mailing Address
PO Box or Street Address
20 W. Duarte Rd.
City
Arcadia
State
CA
Zip
91006</p> <p>9. Check the Appropriate Library Type
 <input checked="" type="checkbox"/> Public Library <input type="checkbox"/> Academic <input type="checkbox"/> K-12 <input type="checkbox"/> Multi-Type <input type="checkbox"/> Special/Other</p> | <p>2. Library's DUNS Number
126180835</p> <p>5. Email Address
dbradley@ci.arcadia.ca.us</p> <p>7. Fax Number
626.447.8050</p> |
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Project Information

- 10. Project Title** Special Needs and Inclusive Library Services for Children, Adults, and their Caregivers
- 11. LSTA Funds Requested** \$7,000
- 12. Cash Contributions** \$0
- 13. In-Kind** \$9,131
- 14. Total Project Cost** \$16,131
- 15. California's LSTA Goals** (Check one goal that best describes the project)
- | | | |
|--|--|---|
| <input type="checkbox"/> Literate California | <input type="checkbox"/> Content Creation/Preservation | <input type="checkbox"/> Community Connections |
| <input type="checkbox"/> 21 st Century Skills | <input type="checkbox"/> Bridging the Digital Divide | <input checked="" type="checkbox"/> Ensuring Library Access for All |
| <input type="checkbox"/> 22 nd Century Tools | <input type="checkbox"/> Information Connections | |
- 16. Number of persons served** (The number of persons who use or will benefit directly from this project) 3,861
- 17. Primary Audience for project** (Select all that apply.)
- | | |
|--|--|
| <input checked="" type="checkbox"/> Adults | <input checked="" type="checkbox"/> Pre-School Children |
| <input checked="" type="checkbox"/> Families | <input type="checkbox"/> Rural Populations |
| <input type="checkbox"/> Immigrants/Refugees | <input checked="" type="checkbox"/> School Age Children |
| <input type="checkbox"/> Intergenerational Groups (Excluding Families) | <input type="checkbox"/> Senior Citizens |
| <input type="checkbox"/> Library Staff , Volunteers and/or Trustees | <input type="checkbox"/> Statewide Public |
| <input type="checkbox"/> Low Income | <input checked="" type="checkbox"/> Suburban Populations |
| <input type="checkbox"/> Non/Limited English Speaking Persons | <input type="checkbox"/> Unemployed |
| <input checked="" type="checkbox"/> People with Disabilities | <input type="checkbox"/> Urban Populations |
| <input type="checkbox"/> People with Limited Functional Literacy | <input checked="" type="checkbox"/> Young Adults and Teens |
- 18. This signature certifies that I have read and support this LSTA Grant Application.**

Library Director Name: Mary Beth Hayes **Title:** Director of Library and Museum Services

Mailing Address
(if different from above) _____ **City** _____ **Zip** _____

Library Director Signature: _____ **Date:** _____

ELEMENT 2: PROJECT BACKGROUND AND SUMMARY (please see application instructions for additional information)

Describe how this project was identified as a need, how it relates to your library's strategic plan, what will be accomplished if this project is implemented, and how you will know whether your project is successful. Summary should relate to activities in the timeline (Element 4) and include statistical info to support the project.

The mission statement of the Arcadia Public Library is to "provide full and equal access to materials and services that meet the educational, historical, and individual interests of a diverse community." The Library's Strategic Plan, revised in 2013, identified that the library "provide a wide range of materials in various media, languages, and formats to provide timely, accurate, and relevant information and recreational materials to the community." The 2015 Community Needs Assessment identified enhanced technology as a high priority to support students and the general public with access to information.

There are approximately 860 students enrolled in Arcadia Unified School district's special education program. Currently, a middle school class and a high school class visit the library monthly. School personnel also bring students to the library to work with them one-on-one using the library's public computers. Adults with special needs regularly visit the library as well. Some seniors and special needs children under five are two groups that we recently discovered, through conversations, are not using the library. Seniors stated that diminishing eye sight made it difficult to read anymore. Parents with children with special needs were afraid that outbursts would be disruptive to others. Overall, according to the 2010 Census, 6.7% of Arcadia's population reported a disability.

The above patrons were exclusive of those that regularly came in with a caregiver to take advantage of the library's Braille depository program. An outreach to the EYE-DAS <http://eye-das.org>, a local group that meets in Arcadia, also stated that they no longer used the library because of their eyesight. If the library offered something to help them, they would be more likely to visit the library. Seniors have also voiced their frustration with digital information (and especially this past tax season) and the difficulty they had accessing digital information without the help from family or friends. Some of this is unfamiliarity with technology and equipment and some is difficulty reading the fine print even with the Ease of Access applications available on all public computer stations.

When we offered a Sensory Storytime parents were very pleased because they hadn't felt welcome prior to this special storytime because their child might act out. Early childhood literacy through storytime or reading aloud one on one is one of the fundamental building blocks to creating successful readers. The library's enhanced educational preschool software helps to enrich this experience as well. Providing access to storytimes and equipment that would better serve their needs would have a positive impact.

Recently, staff has begun to receive requests from patrons to use the OPTELEC Spectrum Jr. Zoom machine. With all of the above factors, Arcadia Public Library perceives that there is a need to offer three state of the art inclusive technology workstations that enable patrons to more easily access preloaded educational software, digital information in a filtered environment, as well as print materials. Two workstations would be portable Chrome Books with assistive keyboard and trackball and one would be a workstation with updated reading and magnification equipment to assist with both print and electronic materials. Staff would also like to offer large print materials for children and print resources for parents/caregivers. Staff has worked with the Arcadia Unified School District Special Education teachers to help identify computer equipment that would make the computer workstations more user friendly to those that don't have fine motor skills including a keyboard and mouse. Staff has also talked with a representative from Sweetman Systems and found out that the Library's current Reading Edge is a very old standalone scanner in which there is no upgrade path and the Kurzweil Reading machine is so old that it doesn't have software compatible with a computer.

In July 2015, if this Pitch an Idea grant is approved, staff would like to purchase two adaptive keyboards and BIGTrack trackballs, low vision equipment, a starter large type children's collection and parent/caregiver collection. The Library, through in-kind funding, would purchase two Chrome Books and accompanying filtering software. These would be compatible with the school district's Chrome Books so that students with special needs could access class assignments that are accessed and stored in Google Docs. These workstations could also be used by adults as they would be portable and could be used anywhere in the library. Also in July, staff would like to view a live demonstration of the Kurzweil 1000 and its software, the Pearl Camera, the SARA and JAWS, Magic, and Zoomtext to determine what would be useful to persons with low vision at the Library. After careful review, equipment would be purchased and installed in September and October. There would be staff training and training manuals created for both staff and public. 65% of public desk staff would be trained to assist the public and there would be someone available all of the hours that the library is open to assist patrons. No later than January 2016, one-on-one training would be offered to the public as well as surrounding regional libraries. The new services would be promoted to the community, especially the Host Lion's Club, the EYE-DAS, the Arcadia Unified School District, the PTA Council and through the City's newsletter. Large type children's print materials and parent/caregiver print materials would be purchased for the collection. Staff will measure success by the number of uses and results of user feedback surveys for both the new services and collections. The Library feels strongly that providing access to everyone is an essential service. This would provide an opportunity to do more to move in this direction.

ELEMENT 3: PLANNING AND EVALUATION (please see application instructions for additional information)

Please answer each area concisely and completely. **For section A-F limit to four pages.**

A. Project Intent (Check only one that best describes the project)

Institutional Capacity

- Improve the library workforce
- Improve the library's physical and technology infrastructure
- Improve library's operations

Information Access

- Improve users' ability to discover information
- Improve users' ability to obtain information resources

Lifelong Learning

- Improve users' formal education
- Improve users' general knowledge and skills

Human Services

- Improve users' ability to apply information that furthers their personal, family, or household finances
- Improve users' ability to apply information that furthers their personal or family health & wellness
- Improve users' ability to apply information that furthers their parenting and family skills

Employment & Economic Development

- Improve users' ability to use resources and apply information for employment support
- Improve users' ability to use and apply business resources

Civic engagement

- Improve users' ability to participate in their community
- Improve users' ability to participate in community conversation around topics of concern

B. Project Purpose – Short statement which answers the questions: we will do what, for whom, for what expected benefit(s).

The library will be able to provide access to print and digital materials to patrons lacking fine motor skills or poor vision through state of the art equipment including a BIGKeys keyboard and trackball, and specialized equipment that can read and magnify both print and digital information. The adaptive keyboard and trackball will help children better access and use the computers to access educational software, class assignments, and the Internet. The intended audience are children with poor fine motor skills or low vision, or benefiting from a larger type print. Adults with poor fine motor skills would also benefit from the adaptive keyboard and trackball. Those with low vision would be able to access print and digital materials with the help of a magnifier, or electronic reader. With more information available only in digital format, this will become even more relevant for this group.

C. Anticipated Project Outputs – Measures of services and/or products to be created/provided.

4 training sessions of which 1 would be offered to surrounding regional libraries

Ongoing public training sessions offered through Computer Learning labs, drop-in one-on-one training, and public training brochure available at the workstations. Measurable by number of classes and attendance.

Create and make available 1000 brochures advertising the new equipment and collection and market to the community. Measurable by the number of outreaches to the community and the number of times the equipment is asked for and used. Measurable by survey.

20 Large Type books purchased and used or checked out at least once per month.

New low vision equipment used at least five times per week. Measurable by use.

New low vision equipment would provide greater access to information. Measurable by survey.

100% of the large type children's books would be checked out 75% of the time. Measured by the number of checkouts per year.

20 Parent/caregiver books to be purchased and used or checked out at least once per month.

D. Anticipated Project Outcome(s) – What change is expected in the target audience's skills, knowledge, behavior, attitude, and/or status/life condition? How will you measure these outcomes? (for examples see attachment B of the application instructions)

65% of staff will be trained and be able to demonstrate how to use the new equipment and how to teach others how to use it. Measured by demonstration of skill.

75% of the users who receive training will use the equipment on their own at least once. Measured by tracking usage.

75% of the users who receive training and use the equipment will say they have greater access to information and that this has improved their lives. Measured by survey.

50% of brochures would be distributed in the community. Measured impact would be the number of people that come in to use the new equipment and found out by the brochure. Measurable by survey.

E. Briefly describe how this project will be financially supported in the future.

The Library would add to the large-type and parent/caregiver resource collections on a regular basis through the library materials budget and a monetary donation from the Host Lion's Club. The equipment would become part of the Library's Technology Plan and would regularly be evaluated and upgraded as needed through the Library's budget process.

F. Activity Information. Activities are action(s) through which the intent or objective of a project are accomplished. Four activity types have been identified, each with select methods to help you describe how you will carry out this project. Indicate activity types that require a significant commitment of resources to the project (representing 10% or more of total project resources).

- I. **Instruction** - Involves an interaction for knowledge or skill transfer and how learning is delivered or experienced. *(Check all that apply and provide a description including whether the format will be in-person, virtual, or both)*
- Program - Formal interaction and active user engagement (e.g., a class on computer skills).
 - Presentation - Formal interaction and passive user engagement (e.g., an author's talk),
 - Consultation - Informal interaction with an individual or group of individuals (library staff or other professional) who provide expert advice or reference services to individuals, units, or organizations.

Description: Public desk staff, including Adult, Teen, and Children's staff, as well as the Library Aide II's that assist the public with technology related questions, would receive hands-on training on how to use the equipment. This staff would then be tasked with training the public through one-on-one and small group trainings. Professional staff would also be tasked with marketing and promoting these new services to the community, both at the library and in the community.

- II. **Content** - Involves the acquisition, development, or transfer of information and how information is made accessible. *(Check all that apply and provide a description including whether the format will be physical, digital, or both)*
- Acquisition - Selecting, ordering, and receiving materials for library or archival collections by purchase, exchange, or gift, which may include budgeting and negotiating with outside agencies (i.e. publishers, vendors) to obtain resources. May also include procuring software or hardware for the purposes of storing and/or retrieving information or enabling the act of experiencing, manipulating, or otherwise interacting with an information resource.
 - Creation - Design or production of an information tool or resource (e.g., digital objects, curricula, manuals). Includes digitization or the process of converting data to digital format for processing by a computer.
 - Description - Apply standardized descriptive information and/or apply such information in a standardized format to items or groups of items in a collection for purposes of intellectual control, organization, and retrieval.
 - Lending - Provision of a library's resources and collections through the circulation of materials (general circulation, reserves). May also refer to the physical or electronic delivery of documents from a library collection to the residence or place of business of a library user, upon request.
 - Preservation - Effort that extends the life or use life of a living or non-living collection, the individual items or entities included in a collection, or a structure, building or site by reducing the likelihood or speed of deterioration.

Description: The equipment supplies and materials would be evaluated and ordered through a vendor. Staff would create a user's guide for staff and the public as well as create marketing and promotional materials to advertise the new services. The large type materials would be cataloged and made available through the Library catalog and could be borrowed by other libraries through interlibrary loan.

- III. **Planning & Evaluation** - Involves design, development, or assessment of operations, services, or resources and when information is collected, analyzed, and/or disseminated. *(Check all that apply and provide a description)*
- Retrospective - Research effort that involves historical assessments of the condition of a project, program, service, operation, resource and/or user group.
 - Prospective - Research effort that projects or forecasts a future condition of a project, program, service, operation, resource, and/or user group.

Description:

- IV. **Procurement** - Acquiring or leasing facilities; purchasing equipment/supplies, hardware/software, or other materials (not content) that support general library infrastructure. *(Provide a description)*

Description: Purchase two Chrome books, 2 BigKeys keyboards, 2 BIGtrack trackballs, 1 Kurzweil 1000/software/scanner, JAWS, or Magic and SARA, depending upon the evaluation of what is best suited for our community. Evaluation of equipment will be determined by demonstrations from Scientific Freedom, a visit to the Braille Institute in Los Angeles, and any other equipment providers that can equally educate us on their products.

ELEMENT 4: GRANT TIMELINE/ACTIVITIES (please see application instructions for additional information)

Show each major project activity and when it will be started and/or completed throughout the project. The timeline should correspond to the activities described in Planning and Evaluation. Please put an X in each pertaining month.

Activity	2015/2016											
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
View live demonstration of Kurzweil 1000 software	X											
View live demonstration of Pearl Camera (bundled with Open Book)	X											
View SARA (similar to the Reading Edge) that reads materials aloud	X											
View JAWS, Magic, and ZoomText to determine best source for accessing Internet	X											
Determine best equipment for low vision to read print sources and access Internet	X	X										
Purchase three Chrome Books		X										
Purchase two BigKeys Keyboards		X										
Purchase two BIGtrack trackballs		X										
Configure Chromebooks			X									
Purchase Anywhere web filtering & reporting for 1:1 Chromebooks		X	X									
Purchase 20 Large Print materials for Children			X									
Purchase 20 Parent/Caregiver Resource materials			X									
Purchase Kurzweil 1000 or Pearl Camera (bundled with Open Book)			X									
Purchase JAWS 16.0, Magic, or ZoomText			X									
Purchase SARA			X									
Install and configure equipment and train staff				X								
Train staff and create and administer User Surveys				X	X							
Create training materials for staff and the public			X	X	X	X						
Roll out new services for the public offering training							X	X	X	X	X	X
Market new services to the community							X	X	X	X	X	X
Create marketing and publicity materials					X	X						
Evaluate equipment and materials usage							X	X	X	X		
Make any tweaks to training, marketing, evaluations and write outcomes report										X	X	X

ELEMENT 5: BUDGET (please see application instructions for additional information)

The budget should clearly identify the amounts requested and from what sources. (please do not unlock the application form, if additional space is needed contact *Mickie Potter* at *mickie.potter@library.ca.gov*)

Budget Category	LSTA	Cash Contributions	In-Kind	Total
Salaries/Wages/Benefits				
Library Services Manager Programs and Collections	\$0	\$0	\$2,370	\$2,370
Information Services Manager	\$0	\$0	\$626	\$626
Library Services Manager Information Services & Materials	\$0	\$0	\$890	\$890
Technical Services ordering, cataloging, processing	\$0	\$0	\$0	\$0
4 Library Aide II training	\$0	\$0	\$400	\$400
8 FTE professional and paraprofessional staff training	\$0	\$0	\$1,210	\$1,210
Subtotal	\$0	\$0	\$5,496	\$5,496

Description: Library Services Manager (LSM) Programs and Collections (\$424/ 8hrs), Library Services Manager Information Services (\$356/ 8 hrs), Information Services Manager (\$252/ 8 hrs), Senior Library Technician (\$212/ 8 hrs), Library Technician II (\$183/ 8 hrs), Librarian II (\$286/8 hrs), Librarian I (\$253/ 8 hrs), Library Aide II (\$12.30/hr).

LSM Programs & Collections 40 hrs. to coordinate, view demos, purchase, create marketing, training, evaluation. LSM Information Services and Principal Librarian 20 hrs. to view demos, assist with purchase, training, evaluation, including Scientific Freedom equipment appropriate for a public library. Information Services Manager 20 hrs. to configure and network equipment. Senior Technician/2 hrs. to order materials, invoice, etc. Library Tech. II 4hrs to copycatalog materials Library Tech I 4 hrs, Librarian I 4hrs, Librarian II 18 hrs, Principal Librarian 4 hrs.

Equipment (\$5,000 or more per unit)				
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0	\$0

Description:

Operating Expenses: Library Materials				
20 Large Print Books for Children	\$800	\$0	\$0	\$800
20 Parent/Teacher Resource books	\$400	\$0	\$0	\$400
	\$0	\$0	\$0	\$0
Subtotal	\$1,200	\$0	\$0	\$1,200

Description: Purchase 20 large print type books for children and 20 books for parents and caregivers of children with disabilities.

Operating Expenses: Consultant Fees				
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0	\$0

Description:

Budget Category	LSTA	Cash Contributions	In-Kind	Total (B+C+D = E)
Operating Expenses: Travel				
Mileage and parking for Braille Institute of Los Angeles	\$0	\$0	\$35	\$35
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$0	\$0	\$35	\$35

Description: This would be the cost to drive to Los Angeles Braille Institute and/or Scientific Freedom to explore equipment and services.

Operating Expenses: Supplies/Other				
2 BIGKeysLX, Color/ABC Keyboard	\$400	\$0	\$0	\$400
2 BIGTrack Trackballs	\$160	\$0	\$0	\$160
JAWS 16.0	\$0	\$0	\$1,000	\$1,000
2 Chrome Books	\$0	\$0	\$900	\$900
2 Anywhere Web Filtering and Reporting 1:1 Chromebooks	\$0	\$0	\$700	\$700
Low Vision equipment	\$4,390	\$0	\$1,000	\$5,390
Subtotal	\$4,950	\$0	\$3,600	\$8,550

Description: The purchase of two Chrome Books with in-kind money, would be in alignment with the school district, and the BIGKeysLX Color/ABC keyboard and BIGTrack trackball would allow students to access and work on homework projects that are only in Google Docs. The keyboard and trackball could also be used with the preschool GATES computers for access to preloaded educational software like Caillou Alphabet, Arthur's Reading Race, Clifford's Learning Activities and more. Low vision equipment would be cost shared by the grant and local funding providing access to print and digital library materials. The low vision reader is a stand-alone separate piece of equipment that magnifies and scans books, magazines, documents, etc.

Operating Expenses: Contracted Services				
Public Training brochure	\$200	\$0	\$0	\$200
Marketing and Advertising services brochure	\$350	\$0	\$0	\$350
JAWS training precertification for 5 people	\$300	\$0	\$0	\$300
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Subtotal	\$850	\$0	\$0	\$850

Description: A public training brochure(s) would be created by a vendor as needed so that resources and equipment could easily be accessed. Marketing and Advertising services would include a specially designed brochure that we can take out to the community at community functions including talks with the Rotary, Host Lion's Club, Assistance League, school district and more. It would also be made available on the Library's website.

The JAWS training is a precertification for staff to better assist the public and also to have a good working knowledge of the equipment.

Project Total	\$7,000	\$0	\$9,131	\$16,131
Indirect Cost Rate Applied 0 % Indirect Cost	\$0	\$0	\$0	\$0

Check one: (please see application instructions for additional information)

X No Indirect Federally negotiated indirect cost rate * Indirect proposed cost rate *

* please attach supporting documentation if required

Description: Staff time and overhead would be the indirect cost of which we are not seeking reimbursement.

Grand Total	\$7,000	\$0	\$9,131	\$16,131
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ELEMENT 6: ATTACHMENTS (please see application instructions for additional information)

If you have additional resources that support your grant, please attach after this page

ELEMENT 7: INTERNET CERTIFICATION FOR APPLICANT PUBLIC LIBRARIES FY 2015/16

(please see application instructions for additional information)

As the duly authorized representative of the applicant public library, public elementary school library or public secondary school library applying for LSTA funding, I hereby certify that the library is (*check only one of the following boxes*)

A. **An individual applicant that is CIPA compliant.**

The applicant library, as a public library, a public elementary school library or public secondary school library, has complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act.

B. **Representing a group of applicants. Those applicants that are subject to CIPA requirements have certified they are CIPA compliant.**

All public libraries, public elementary school libraries, and public secondary school libraries, participating in the application have complied with the requirements of Section 9134(f)(1) of the Library Services and Technology Act. The library submitting this application has collected Internet Safety Certifications from all other applicants who are subject to CIPA requirements. The library will keep these certifications on file with other application materials, and if awarded funds, with other project records.

C. **Not Subject to CIPA Requirements.**

The CIPA requirements do not apply because no funds made available under this LSTA grant program will be used to purchase computers used to access the Internet or to pay for direct costs associated with accessing the Internet.

Arcadia Public Library
Library/Organization

Special Needs and Inclusive Library Services for Children,
Adults, and their Caregivers
Project Name

Mary Beth Hayes
Library Director Name

Director of Library and Museum Services
Title

Library Director Signature

Date

Element 6:

Staff has spoken to several community groups about this project including the Host Lion's Club. The Host Lion's Club provides a small gift every year to help purchase large type materials for adults. When asked about the usefulness of large type books for children, they thought it an excellent idea. They also were excited to learn that the library was exploring other offerings for people with low vision. Staff contacted the Arcadia Unified School District's Director of Special Education and his staff made recommendations regarding the keyboards and trackball mice. Staff has also consulted *Library Technology Reports: Making Libraries Accessible: Adaptive Design and Assistive Technology* by Char Booth, editor.

A parent and a special education teacher from the Arcadia Unified School District has offered to work with the Library and provide additional resources to assist with this project. Library staff is also committed to working with other community resources including the Braille Institute, Scientific Freedom, California Department of Social Services Office of Services to the Blind and others that would be appropriate for this project.

During the Library's Community Needs Assessment, one of the focus groups included the Arcadia Unified School District's Assistant Superintendent of Educational Services and Assistant Director of Technology and Information Services. The schools are moving to Chrome Books to be used in the classrooms and through the use of Google Docs. Students work on group projects virtually through the Cloud outside of classroom time. If the Library had Chrome Books available at the Library for students, this would be very helpful for them to better access homework assignments. With adaptive keyboards and mice, the Library would be able to serve students not being currently served at the Library.

The Library Board is supportive of this project as it continues to further the mission of the Library and its strategic plan to be as inclusive and possible to all groups within the community.

The Library can electronically evaluate use by material type and number of check outs. For keyboard and trackball usage as well as low vision equipment, staff can track it individually by the number of times it is used and by survey to determine if this new equipment has provided greater access to information and improved the lives of patrons using these resources.

Staff position descriptions are as follows:

Library Aide I/II: Under immediate supervision (Library Aide I), or general supervision (Library Aide II), to perform a wide variety of routine, technical, and clerical library duties in support of the various sections of the library; process library materials; check materials in and out of the library; assist patrons with the use of technology and provide general assistance.

Library Technician I/II: Under immediate supervision (Library Technician I) or general supervision (Library Technician II) to perform a variety of clerical work in support of the various library services and functions; and to provide general assistance to patrons.

Librarian I/II: Under immediate supervision (Librarian I) or general supervision (Librarian II) to perform professional library work in one or more assigned areas of the Library; and to perform extensive customer service duties.

Information Systems Specialist: Under direction, to perform a variety of duties involved in assisting with end user, PC, and network related problems; to troubleshoot the operating system, access to network resources, word processing related problems, and other applications; to provide computer related training to employees; to assist users in developing word processing macros and forms; and to assist in the project management and user training of new applications purchased and deployed by the City.

Library Services Manager: Under administrative direction, to assist in the direction, management, supervision, and coordination of the City Library's programs and activities; to supervise, plan, and administer programs and services; to coordinate assigned activities with other City departments, divisions, and outside agencies; and to provide highly responsible and complex administrative support to the Director of Library and Museum Services; to oversee Library operations in absence of Director of Library and Museum Services.

Director of Library and Museum Services: Under policy direction, to plan, direct, manage, and oversee the activities and operations of the Library, and the Ruth and Charles Gilb Arcadia Historical Museum; to serve as secretary and staff advisor to the Library Board of Trustees, an administrative board, and the Historical Museum Commission, an advisory commission to the City Council; to coordinate assigned activities with other City departments and outside agencies; and to represent the Library and Museum to the community, outside organizations, and the general public.