Continuing Education for Oregon Library Personnel

Needs Assessment Report and Proposed Model

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for Portland Community College

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PART I: REPORT SUMMARY

In January 2010, Portland Community College Library received a Federal Library Services and Technology Act (LSTA) grant to:

"… complete the foundational work for developing a coordinated library-related education and training program for library workers in the State of Oregon. It is the first step in achieving the long-term goal to create a plan for a sustainable library-related continuing education program in Oregon."

The project called for 1) a statewide library training needs assessment at all levels of library staff throughout Oregon; 2) an Oregon model that could best meet the needs identified in the assessment, and 3) a sustainable business model for library continuing education in Oregon.

The Needs Assessment

The needs assessment process took place from June through September 2010. It consisted of 29 regional meetings throughout Oregon, a statewide online survey of training needs, practices, and preferences, a survey of library directors on the subject of certification of support staff, and interviews with stakeholders and key informants.

Oregon Library Training Needs Taxonomy

The needs assessment produced the Oregon Training Needs Taxonomy. The taxonomy includes 116 training needs in seven categories for the general library workforce. It also includes another 50 training needs in 5 categories particular to the rural library workforce. The needs assessment also identified these training needs across the state and by region, by type of library, and by job group.

The taxonomy provides a basis for planning training in Oregon both for institutions and for the state. It also provides the basis for developing a web portal whereby existing training resources can be corralled and selected training developed. That training taxonomy is displayed in Exhibit A, Figure 2. Figure 6 in this report shows the highest priority training needs.

CE - A Shared Responsibility

The library workforce at all levels believes that employers must take responsibility for training their employees. At the same time, people realize that having an effective workforce in Oregon is a shared responsibility of individuals, employers, library organizations, library educational institutions, and the Oregon State Library.

Delivery Methods

In spite of their strong preference for face-to-face interaction, the library workforce realizes that web-based training is inevitable and necessary. They are willing to use web-based training if it enables them to more effectively do their jobs. People in isolated areas of Oregon, in particular, need help adopting web-based training. They need access to broadband telecommunications and hands-on coaching. The workforce is sophisticated in understanding that the form and manner of training varies according to the need. Coaching, consulting, and mentoring have a role in training and CE, as do face-to-face and virtual courses, seminars, and conferences.

Willingness to Pay

The library workforce is generally willing to pay for and attend training on their own time. According to survey respondents, nearly 80% are willing to pay for needed training and continuing education, depending upon the cost. Over 90% of those willing to pay say they would pay $50 to $100 for a one-hour, face-to-face consultation. The percentage is higher in central, eastern, and southern Oregon. About 75% would pay that much for a full-day, face-to-face workshop. The percentage is higher in Metro Portland, central, eastern, and southern Oregon.

Web Portal

A web portal has a place in Oregon's library continuing education model. Nearly 80% of survey respondents would use a 'virtual campus" website if it captured and pushed to their computer timely, quality training targeted to their needs. In addition, the website should host interactive training and webinars, keep track of individual training needs and history, capture training announcements in listservs, include a library consultant listing, include ratings and reviews of selected trainings, use social networking to help drive training decisions, and list scholarships and internship. The emphasis is on selectivity and providing one, easy to use portal related to specific training needs. Needs assessment should be built into the website as well. It should have an aggressive outreach and publicity component.

Certification and Continuing Education Units

Oregon library support staff are interested in ALA-accredited paraprofessional certification. However, most support staff are interested only if it results in improved compensation and most library directors say that improved compensation would not be possible at this time. About half of support staff survey respondents (180) are interested in paraprofessional certification. According to the survey of library directors, an ALA-accredited paraprofessional certificate would be encouraged and supported in various ways by library employers. However, it would only result in improved compensation in about 10% of the responding libraries. About 50% of respondents said that at this time, it would not be an economic advantage to those who obtained the certification but possibly would be in the future.

The library workforce is definitely interested in earning continuing education credits. However, many question doing so when certification is not a state requirement and when earned CEUs are not compensated. Interest in CEUs spans the state's regions and counties, but the greatest interested is in Multnomah, Deschutes, and Washington counties. Managers, support staff, and technical staff are more interested than are librarians in Oregon awarding CEUs. All groups are more interested if it improves compensation: 283 of 527 respondents said library training should earn CEUs while another 104 agreed, if it means improved compensation.

Designing an Oregon CE Model

The needs assessment found that the library workforce believes Oregon needs leadership with a vision, and a strong advocate for CE. In addition, there was general agreement that:

- Libraries have a responsibility to train their employees. Library leaders need to make the case for local training. Institutional governors and directors must get behind their workforce training. At the same time, people agree that having an effective library workforce in Oregon is a shared responsibility of individuals, employees, library organizations and educational institutions, and the Oregon State Library.

- At the local level, training should address the library's desired core competencies. The local library is responsible for establishing core competencies and training its staff accordingly. The local library manager should establish training priorities in the performance planning process.

- No library can do it all alone. Planning and funding CE is a shared responsibility of individuals, institutions, state agencies, and professional organizations.

- Not <u>any training</u> but <u>training needs libraries have in common</u> should be the focus of regional and statewide training. An Oregon model should resourcefully help the employers and the workforce locate existing training or as warranted produce or cause to be produced the training that matches needs in common.

- Training and other CE activities should be varied and suited to the training situation. People are willing to use technology for training but face-to-face conferences and workshops break people's isolation and rejuvenate them.

- People and library organizations should be able to easily, quickly, accurately, and reliably find affordable training and other continuing education offerings that meet their needs. The universe of free and for-fee training overwhelms people. They need to be able to find what they need efficiently. A web portal in the model could be effective if it helps libraries and individuals efficiently locate the specific training they need and if it is well-promoted.

- Although face-to-face training is preferred by many, most recognize the inevitability of web-based training, at least for some purposes. They cautioned that web-based delivery

will only work with good broadband connectivity and local, hands-on orientation and training in use of the portal.

- It is essential to address in any CE model for Oregon the geographical disparities. The purposeful, planned use of technology can help bridge these disparities. However, Oregon needs someone to take the lead in making CE technology in support of training efficiently available.

- People would like to see a model that leverages the assets of the state, such as partnering with community colleges, library associations, the Oregon State Library, and library workforce educators for the delivery of continuing education.

An Oregon Model for Library CE

This model puts together elements of a CE model that emerged through the needs assessment. It addresses what the Oregon library workforce and stakeholders have said they need. It reflects relevant elements of other state models. Mindful of the project mandate to develop a model that is sustainable, it builds on what Oregon has, organizing and focusing library CE stakeholders, and adding essential staff who will deliver specific products.

CE Council and Training Plan

The model establishes a CE Council made up of Oregon's major institutional and organizational library CE stakeholders. CE Council partners are the large public library system training providers and library organizations in Oregon. Bringing them together facilitates their collaboration in training and in setting priorities for Oregon CE.

They include Multnomah County Library, Washington County Library Services, and Deschutes County Library. These are the largest public library employers in Oregon. The CE Council includes the Libraries of Eastern Oregon (LEO) and LSSI (Jackson County). Also on the CE Council are ACRL-Oregon, SLA Oregon Chapter, OEMA, OLA, OCCLL, ORBIS, the association of community college librarians, and the Oregon State Library. PCC is included on the CE Council for its past and present role in library training, for its potential to facilitate training through the state's community college locations, and for its potential to offer formal library support staff education. Emporia is also on the CE Council for its role in educating professional librarians.

The CE Council will plan a modest, selective training plan for Oregon that is based on the Oregon Library Training Taxonomy. The CE training plan includes a web portal, selected statewide and rural training, and on-going needs assessment. The CE Council's role is to develop an Oregon training plan that is focused, disciplined, and efficient. It is also to collaborate on training and CE where it makes sense to leverage local training with the Oregon training plan. The fiscal agent is one of the CE Council partners.

CE Coordinator and Contractors

An Oregon CE model needs staff. A Coordinator, 7 regional library consultants, and selected expert consultants would be hired to provide needed services to support the Oregon model.

The CE Coordinator develops the specifications of contracts for regional consultants and service providers and manages compliance with the contracts. The CE Coordinator retains a consultant or contractor to design, maintain, and continuously improve a CE web portal. The Coordinator also develops selected grant proposals to support the CE service plan. He/she plans the meetings of the CE Council in concert with the CE Council chair and maintains the record of the meetings. The Coordinator reports to the fiscal agent.

Regional Consultants and Contractors

The regional consultants are library professionals, one in each of seven regions, who are respected and have credibility in their regions. They are on an annual contract with the fiscal agent. They actively solicit feedback about the CE Plan and web portal. With the CE Coordinator, they are involved in on-going needs assessment. The Coordinator uses the regional consultants to understand regional issues or to obtain information or feedback by region.

Consultants with specialized expertise are engaged in the design and development of the CE portal, in instructional design, as trainers, and as otherwise needed. CE providers like Web Junction, Lyrasis, and InfoPeople may be engaged for their products. The Coordinator has the authority to use a variety of ways to procure what fulfills the training plan.

Oregon Library Training Taxonomy

Beginning with the initial taxonomy, The Coordinator begins to corral the needed training resources on the CE web portal. The resources are selective not exhaustive. Both free and fee-based resources are identified. Starting with the most important training needs, the CE web portal directs users to the resources that match their training need. The training taxonomy guides the search for existing resources. It also guides the selective creation of essential content that is not available.

The creation of content is selective, disciplined, and efficient. The Coordinator and the CE Council identify training content that will be produced and how it will be produced. Training content can be produced by a CE Council partner or another provider commissioned by the Coordinator.

Using the taxonomy and survey data, the Coordinator proposes a manageable slate of CE trainings and events that address the most important training needs. The CE Council partners bring their CE plans to the table and with the Coordinator work collaboratively to produce a cohesive training calendar. This includes a Rural Oregon Library Training series.

The Coordinator refreshes the taxonomy based on ongoing input through the web portal, regional consultants, CE Council, and contractors. The Coordinator also conducts an annual survey to refresh the taxonomy.

CE Web Portal

The CE web portal contains training resources and selected content specific to the training taxonomy. The CE Coordinator locates the training resources for the portal, using the help of the CE Council partners, regional consultants, the CE coordinators from other states, and other sources.

The CE web portal lets users open a personal training portfolio. The portfolio contains the individual training needs selected from the taxonomy. The portfolio owner is prompted to name other training needs. The owners CE history is maintained in the portfolio. Trainings that match those needs are pushed to the person's computer or mobile device. The CE web portal also lists the schedule of trainings and locations and allows for online registration.

A Business Model for Library CE in Oregon

Vision

The Oregon library community needs leadership, partnership, and collaboration to continuously prepare its library workforce in a constantly changing technological environment. The need, we know, will not change.

Given the present day economy, Oregon library leaders must look to one another to address the compelling need for training in Oregon. No single institution or state library organization can provide sufficiently on its own for its own. Together, however, they can improve training locally by coordinating and collaborating statewide.

This business model envisions a modest, focused Oregon library training program and web-based CE portal. Together, they deliver the most important training needed throughout the library workforce and empower individuals to pursue continuing education.

This business model calls for the leaders of large library systems and the leaders of library organizations to join together to plan and help fund a modest but focused program of training in Oregon. Services include selected trainings including a training series for rural libraries. The training topic choices should be driven by what is most important across Oregon and what is also most important for the CE Council partners. A web-based CE portal corrals selected training resources to match the Oregon library training taxonomy.

Funding

Funding the model calls for LSTA funds, in-kind contributions of CE Council partners, pooled CE Council partner training money, and trainee registration fees. A first-year funding plan totals $251,060. The funding sources are LSTA ($153,060), CE Council partners ($85,000), and trainee fees ($13,000).

The funding model is heavily dependent on LSTA funding. The Oregon State Library and CE Council partners should plan on a three-year commitment during which time the funding plan, amount, and proportion of funding can be adjusted and the source shifted in keeping with the demand for training and the training plan.

Next Steps

This project has identified many common training needs across Oregon. There is a profound gap between the needs and the ability to address those needs. No entity alone can provide the training and funding to address these needs. Together, however, these institutions and organizations can improve training locally by collaborating, coordinating, planning, and leveraging resources statewide.

This project's purpose was to do ground work for CE planning. The recommended next steps are:

1. The Project Director, PCC Library Director Donna Reed, disseminates the report electronically to the Oregon library community through library listservs, Oregon State Library Newsletter, and NWCentral website. She invites and responds to feedback and questions about the report. As needed, the project consultant assists her in responding to questions and feedback. PCC deploys the project's regional consultants to present the report at selected forums in each region, up to the limit of remaining grant funds.

2. The Project Director, Donna Reed and the Oregon State Librarian, Jim Scheppke, invite the proposed CE Council partners and the Project Consultant to a virtual or face-to-face CE Model Meeting. The purpose of the meeting is to review the report and the proposed model, to gauge interest in the model, and to outline next steps.

3. The Project Director conveys a report of the outcome of the CE Model Meeting and next steps to the Oregon library community through library listservs, the Oregon State Library Newsletter, and the NWCentral website.

This report is a resource for library institutions and organizations and for the field of library CE at large. The suggested model is a point of departure for a purposeful discussion in Oregon of how to meet the considerable training and continuing education needs of the Oregon library workforce.

PART II: INTRODUCTION

PURPOSE

Under the leadership of its Director of Libraries, Donna Reed, Portland Community College Library received a Federal Library Services and Technology Act (LSTA) grant for Fiscal Year 2010. The stated goal of the LSTA grant proposal is:

"…to complete the foundational work for developing a coordinated library-related education and training program for library workers in the State of Oregon. It is the first step in achieving the long-term goal to create a plan for a sustainable library-related continuing education program in Oregon."

The project called for 1) a statewide library training needs assessment at all levels of library staff throughout Oregon; 2) an Oregon model that could best meets the needs identified in the assessment; and 3) a sustainable business model for library continuing education in Oregon.

BACKGROUND

PCC took up this project because it had coordinated and developed library-related CE training through the former Portland Area Library System (PORTALS). When PORTALS dissolved in 2008, it gave its remaining funds to the PCC library to continue trainings. At the direction of the PORTALS' board, PCC has used these funds to continue delivering library-related CE.

However, there are limited resources to continue trainings and most of the training had been held in the Portland metropolitan area. Between the income generated from CE registration fees and the remaining PORTALS funds, the PCC library has only enough funds to continue delivering Portland-based CE for two to three more years. Beyond this the PCC library will not be able to provide CE opportunities.

The PCC library has seen a substantial decrease in CE training registrants from rural areas. As noted in the letters of support for the grant, rural libraries have limited financial resources for their staff to travel to Portland even when the cost of the workshop is minimal. While opportunities for online training are growing, many prefer face-to-face training.

PCC was also involved with the creation of Northwest Central (NWC) website in 2005 and its expansion beginning in 2008. NWC was designed to be a continuing education network for library staff in the Pacific Northwest (http://www.NorthwestCentral.org/). The website includes events, resources, speakers, and it also hosts a blog for the exchange of information and ideas. NWC was developed by PORTALS with federal LSTA funding and is now administered by PCC. According to NWC Coordinator, Roberta Richards, PCC's work in expanding the Northwest Central web site has led to substantially more speakers and events being publicized and increased traffic. NWC has an advisory committee that includes representatives from the Oregon and Washington library community.

The PCC grant proposal had this to say about this project:

> *"Library staff and organizations are challenged to provide services in a constantly changing technological environment. Library-related CE providers are having difficulty in keeping up with the ever-changing technology. In addition, the ability for library staff to attend training has been limited as financial resources are diminishing. The letters of support for this project speak to the inequity of training options across the state. Individuals and organizations need access to affordable training in order to keep up with the demands of their customers. This grant seeks to explore promising practices in library-related CE and to recommend a sustainable model for Oregon."*

METHODOLOGY

Ruth Metz Associates was hired by PCC to conduct the study, to coordinate the work of six regional consultants hired by PCC, to produce the project report, and to present the report, along with the client, to the Oregon State Librarian and its library development staff.

The regional consultants are seasoned library practitioners, chosen for their familiarity and credibility in each of the regions of Oregon: Aletha Bonebrake (eastern Oregon), Connie Christopher (MetroPortland), Pam North (the Willamette Valley), Wyma Rogers (coastal Oregon), Timothy Smith (central Oregon), and Cessa Vichi (southern Oregon). The lead consultant, Ruth Metz, was responsible for the Columbia River Gorge region.

The needs assessment consisted of two main parts: twenty-nine regional meetings throughout Oregon and a statewide e-survey directed to Oregon's library workforce. The regional consultants interviewed individuals in their regions for regional perspectives and to generate awareness of the regional meetings and statewide survey. In consultation with the project client and regional consultants, the lead consultant developed an online survey instrument and administered the survey throughout Oregon. Anecdotal information from the regional meetings and interviews helped shape the survey content.

The consultant team made extraordinary efforts to recruit the participation of individuals from all types of libraries in their regions. For example, they identified, notified, and recruited the libraries in their regions by using the Oregon State Library statistical reports directory of libraries, by scouting their regions with the help of colleagues and through referral, and by using the telephone book and the Internet. Oregon's library associations In order to reach the all members of the library community, Oregon's library associations helped announce regional meetings and surveys through their membership networks.

These organizations included the Oregon Library Association, its Support Staff Division, the Oregon Chapter of the Special Library Association (ORSLA), the Oregon Council of County Law Libraries (OCCLL), the medical library network, the Oregon School Library Association (OSLA) membership, executive director, president, and its regional representatives, and the state chapter of the academic librarians' organization, ACRL-Oregon.

In addition to the regional meetings and the statewide e-survey, the lead consultant conducted several interviews to obtain background information and perspectives on needs from the client and other parties with a particular role or stake in continuing education in Oregon. She also interviewed coordinators and other stakeholders from California, Washington, and Idaho to scan for model elements and best practices.

The lead consultant also designed with Project Director Reed a brief survey of library directors specifically related to support staff certification and institutional support.

PART III: NEEDS ASSESSMENT FINDINGS

The purpose of the needs assessment was to indentify the training and other continuing education needs of people in the library workforce across Oregon. The needs assessment also sought to determine if these needs varied significantly from region to region in Oregon, by type of library, age group, or job type. Respondents were queried, as well, about current training and about the future viability and sustainability of continuing education in Oregon.

The following section reports the findings from the 29 regional meetings held throughout Oregon in the spring of 2010. The meetings were planned and organized by the consultant team. The findings were extracted from detailed reports of the regional consultants and analyzed by the lead consultant. The consultant team reviewed the analysis at a work session on July 30, 2010.

Regional Meetings

The regional meetings were conducted from April 14 through May 25, 2010. Six associate consultants and the lead consultant were responsible for scheduling and conducting the meetings using a template developed by the lead consultant. The meetings were announced on the regional training clearinghouse, Northwest Central, and through organizational listservs throughout the state. The project consultants directly notified library institutions and agencies in their regions, as well, and actively recruited in their regions.

The 29 meetings drew 273 attendees from 116 library institutions, organizations, and agencies. Academic, public, school, special, and district, consortia, and cooperative library personnel participated. The meeting audiences included full-time and part-time library employees, including management, professional, support, and technical. Figure 1 in Exhibit A shows the meeting attendance by region and type of library.

What the Library Workforce Needs

According to regional meeting participants, the library workforce needs training and help in finding the training they need. They also need face-to-face interaction with others in the library workforce for a variety of purposes: networking, sharing experiences with service problems and solutions, collegial interaction, and for some training purposes. Some are interested in

paraprofessional certification, library administrator certification, or earning a master's degree in library science or other master's degree.

From the regional meeting input, the consultant identified 116 discreet needs of the workforce in general. The consultant grouped these in seven categories. The consultant identified an additional 50 discreet training needs of the rural library workforce and grouped these into five additional categories. Together, these formed the taxonomy of training needs for the statewide survey that followed in June of 2010.

What the Library Workforce Needs to Advance Their Careers

People generally believe that on-going training is the main way to advance their careers. Some want mentoring and coaching for career development. Some are interested in paraprofessional or professional certification. Some from rural areas said, however, that the low salaries in rural areas would not be improved by certification and that any gain in compensation if one acquired a master's degree in library science would not justify the expense of acquiring the master's degree. Other needs mentioned were inexpensive classes, subsidies for training and conference attendance, scholarships, encouragement and financial support from the employer, and continuing education for credit through library schools.

How Library Workers Get Their Needs Met Now

Attendees named an impressive variety of ways they get training and continuing education now (see Exhibit A, Figure 3). Clearly, people who attended the regional meetings are interested in doing a good job and developing their knowledge, skills, and abilities. They are employing a variety of options from networking to reading to course work to self-study. Taken together, the list of things people are doing shows a great deal of resourcefulness. Nevertheless, there was universal agreement that the structure for training and continuing education for the library workforce could and should improve.

What CE Delivery Mode(s) are Preferred

Many attendees expressed a strong preference for face-to-face training and continuing education. However, many said that the training mode they preferred depends on the training need and circumstances. The survey quantified these preferences and also confirmed that most people think the mode of delivering training can and should be various and flexible. People recognize that online training is imperative because it is harder to get away to training; the time is as much if not more an issue for people than cost.

Attendees think they probably can get a great deal of training in the web-based market. However, more than 3/4ths of the attendees said they were not comfortable in being able to effectively use today's web-based training environment. They said they don't even know where to efficiently look for what they need. It takes time to find and critically decide on what to use for training.

With time at a premium, it is no wonder that people prefer face-to-face training which is typically organized by someone else for them. This is a huge issue everywhere and it must be addressed in any continuing education model for the Oregon library workforce. Attendees also thought they probably could get other continuing education, such as certifications and ALA-accredited degrees online. However, they said they feel there is little institutional support or compensation incentives, particularly for support staff.

Who Is Responsible for CE

According to the regional meeting attendees, the payer for training is typically the institution or the individual, with some of the costs being shared some of the time. The cost of time is usually borne by the institution. However, there are many people who said they are on their own for training, particularly in rural areas and among support staff. There are many who say they are not eligible for training in their institutions because they are part-time, support staff, on-call, or were newly on the job at the time these meetings occurred.

Attendees generally believe that their employers should train them for the particulars of their jobs. However, people generally agree that continuing education is a shared responsibility of the individual and employer with the assistance of library organizations, library schools, other educational institutions, and the state library.

Northwest Central

As previously noted, NWC is a continuing education website for library staff in the Pacific Northwest (http://www.NorthwestCentral.org/). The website includes events, resources, speakers, and it also hosts a blog for the exchange of information and ideas.

The regional meetings conclusively found that Northwest Central CE website was not used a great deal, in large part because attendees did not know about it or forgot about it. Those who had used it found it somewhat useful, but not very useful. However, attendees were unanimous in the opinion that Oregon's CE future might include NWC or a similar website that provides greater functionality and has an aggressive outreach and publicity component. In summary, the regional meeting participants want a web service that will corral what they need and push it to them easily and efficiently. According to meeting participants, the desirable features of an Oregon CE web service include:

- It is easy to find content
- It pushes what we need to us
- It archives trainings
- It hosts interactive training and webinars
- It hosts basic library training sets
- It keeps track of individual training needs and history
- It has easy topical search
- It corrals what is out there that we need

- It captures training announcements in listservs
- It is a single place to look for training that meets my particular needs with an easy to use structure
- It allows me to say what else I need, to update my "portfolio" and have that influence timely new training offerings
- It has a Library consulting list
- It lists services, retreats, camps focused on library topics
- It has a social networking component
- It has a link on OLA and other professional association websites and institutional intranets
- It has a Facebook page so people can become fans.
- It has ratings or reviews of trainings posted - like TripAdvisor
- It uses social networking to help drive decision-making and announce opportunities.
- Include incentives, like "training lotteries"…when they take training, they get extra training.
- It lists scholarships and internships, selectively

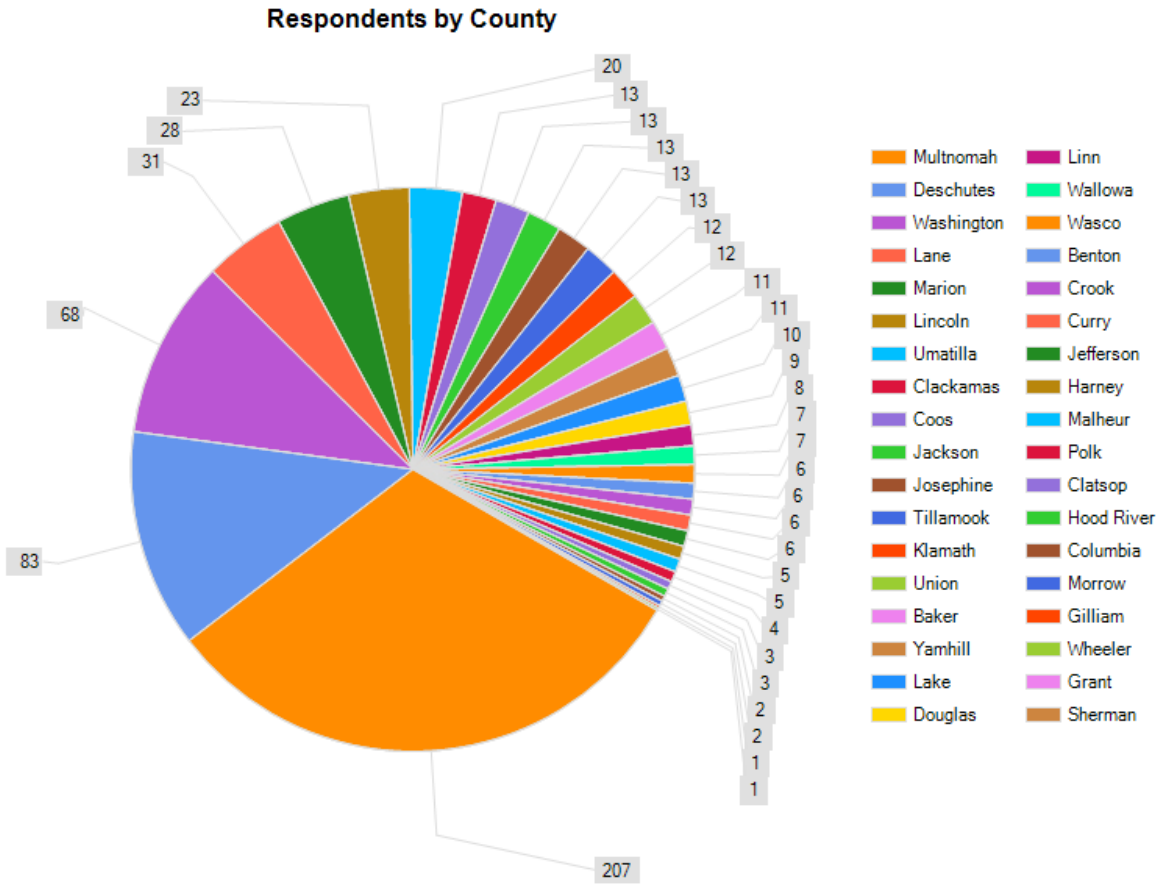
Statewide Survey Of Library Personnel

The on-line survey was conducted during June and July 2010. Findings from the regional meetings helped frame the statewide survey. The survey was designed to verify, quantify, and prioritize training needs. Additional survey questions sought to further illuminate training conditions and prospects in the interests of developing a suitable model for Oregon.

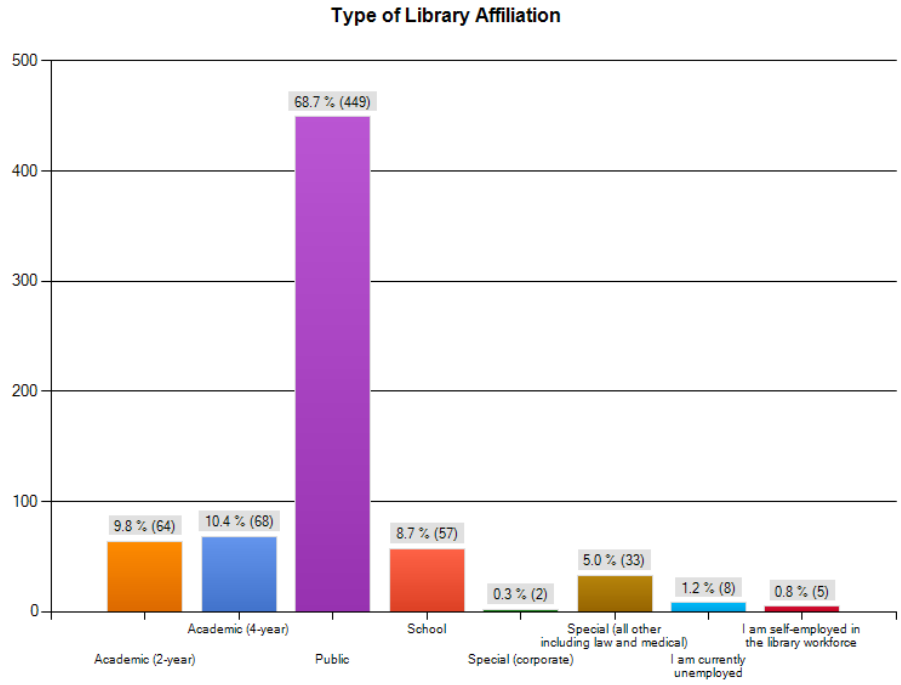
The survey and its findings are a substantial addition to the literature in the field and for those in Oregon who are trying to better serve the public's needs. The current analysis is aimed at developing a model, but the data from the survey can be useful in planning and implementing local training as well.

Who Responded

A total of 662 started the survey and 559 (84.4%) completed the survey. The total respondents from each county is shown below.



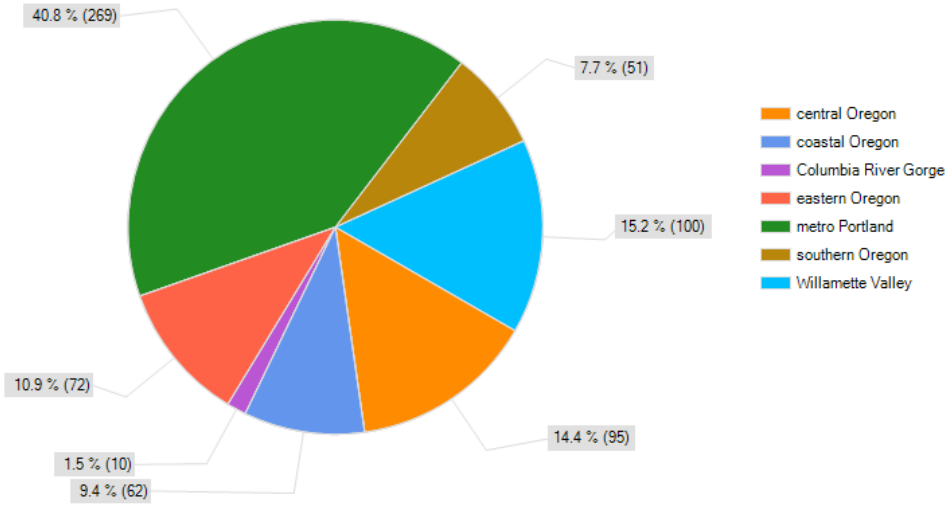
The majority of respondents (68.7%) worked in public libraries while another 22.0% worked in academic libraries and 8.7% in school libraries. Special libraries including law, medical, and corporate libraries together accounted for 5.3% of respondents.



Several respondents worked in more than one type of library and a few claimed library cooperatives, consortia, and library districts as a separate category. One respondent worked for an American Indian tribal library. About 2% of respondents were self-employed or unemployed and seeking employment.

All regions of Oregon were represented among the survey respondents. Respondents self-selected their regional affiliation.

Region in Which Respondents Are Located



Respondents represent a range of age categories from under 20 to over 65. The under-50 age groups represent over half of the respondents (52.9%) while those 50 and over represent 47% of respondents. A majority of respondents (over 60%) were between the ages of 44 and 64.

Over 50% of respondents (51.5%) are in support staff positions: page, clerk, library assistant, and paraprofessional. About 24% of respondents are in management while nearly 22% are in professional jobs requiring a master's degree in library science or other professional degree.

About 22% of the respondents have worked in libraries for less than five years. Another 25% have worked in libraries for 5-10 years. Nearly 13% had worked in libraries for 26 or more years.

About 33% of respondents have masters in library science degrees. Almost 29% have 4-year college degrees. About 25% have high school completion and up to two years of college.

Statewide Training Needs

The survey results showed that training needs are consistently important or extremely important across the state. It validates the preliminary findings from which the categories and specific training statements derived.

Exhibit A, Figure 4 shows the over-all percentage of respondents who indicated that the training need was important or extremely important for them to be able to do their jobs effectively. All training needs in all categories are included in the Figure. Under each category, the training needs are arranged by percentage, from highest to lowest.

It is important to remember that all of the training needs in the survey are important to someone. Relatively low percentages still represent a large number of respondents. For example, the lowest percentage in the Equipment, Computer, and Internet Training Needs category (13.3% for PERL Scripting) still represents 91 people.

These training needs are even more important than the percentages suggest because the percentages are based on the total number of responses to the question. For every training need listed, some respondents indicated that the training need was not applicable. If those respondents were subtracted from the total number of respondents, the percentage of respondents for whom the training is extremely important or important would be higher.

Differences

A cross-tabulation of the training needs by region shows great consistency across the regions. Often, differences are only a few percentage points apart. Still, there are instances when the percentage range is significant. For example, the percentage range for the first training need in the Equipment, Computer, and Internet category is a low of 30% in the Columbia Gorge region to a high of 73.5% in the eastern Oregon region. (See Exhibit A, Figure 5). Any CE model should take these regional differences into account.

The top-ranking training needs in all categories are consistent across all regions. In general, however, regions outside of metro Portland tend to show a higher percentage of respondents who say the training needs are important or extremely important. The metro regions tend to have more CE resources accessible to them.

Training needs by type of library are generally also consistent across the state. There are some differences, however. For instance, in the Equipment, Computers, and Internet category, training “to help their clientele use computers” is needed more in public and 2-year academic libraries than in 4-year academic and special libraries. However, training that keeps staff up to date about new and emerging technology trends and able to integrate technology into their services is consistently important to staff in all types of libraries.

Job category certainly affects the ranking of discrete training needs. For example, being able to be more effective in advocating for library services and funding is very important to those in

management who see this as part of their jobs. It doesn't rank in the top 60% of respondents overall, but it does rank at the top in importance for managers. Advocacy for information literacy is important or extremely important for over 60% of respondents who do consider advocacy for information literacy part of their jobs.

On analysis, differences often relate to the characteristics of the respondent pool. For instance, the Willamette Valley respondent pool had more managers than the norm while Portland Metro had a much higher pool of non-manager respondents. Some training needs in the survey's taxonomy are more relevant to managers, others to librarians, others to youth-service providers, and so forth. Still, the consistency across regions, by age and years of service, by type of library, and by job category is apparent in these top-ranking training needs displayed in Figure 6 below.

FIGURE 6 - Highest Ranking Statewide Training Needs By Category (60% and above)

Equipment, Computer, and Internet Training Needs	Important/Important
Know about new and emerging trends in electronic services	75.3
Keep up with the newest web tools	74.2
Learn about open source and free technology tools that are widely available	72.5
Keep up with software upgrades to the library's online catalog	69.7
Keep up with consumer products like Kindle and Sony E-books	65.5
Be better able to use desktop software like Outlook, PowerPoint, Excel, and Publisher	64.7
Be better able to use our library's OPAC	63.2
Be able to integrate new web trends into public service	60.4
Know about new and emerging trends in electronic tools and services for students and teachers	60.3
Keep up with software upgrades such as Microsoft Office	60.1
Public Service Training Needs	
Be more knowledgeable about online resources	83.3
Be more knowledgeable about community resources: online, in print, and other	80.6
Learn about popular online databases and websites	78.6
Sharpen my skills in interacting with and serving difficult people	78.2
Improve my competency in working with a variety of cultures	76.3
Build my knowledge and skills in the use of statewide databases	72.1
Be better able to guide others through the search process	71.4
Improve my ability to interact with and serve the disadvantaged, the poor, and the homeless	69.9
Understand needs of populations such elderly, as children, Hispanics, the poor, the	68.5
Learn how to conduct my needs assessments	67.8
Know how to effectively query a library user about his or her information needs	66.7
Sharpen my interpersonal skills with the public in general	66.1

Understand intellectual freedom, privacy, and confidentiality of library records	65.9
Be better able to help library users with computers and email, websearching, databases, and Microsoft Office	64.2
Sharpen my interpersonal skills with children and teens	61
Collection and Collection Management Training	
Learn about new materials, print and online, as they become available	75.4
Acquire new skills to promote the collection	66.8
Improve my ability to develop a collection that inspires greater use of the library	60.1
Workplace Training	
Sharpen my communication skills with my supervisors, co-workers, or those I supervise	77.6
Sharpen my communication skills with library users, library partners, and the community at large	74.3
Sharpen my efficiency skills	72.4
Sharpen my interpersonal skills with those inside my organization	72.4
Sharpen my team work skills	71.3
Be better able to function under stress	70.3
Sharpen my time management skills	68.4
Set priorities and learn how to stick with them	64.4
Learn how to manage with less	64.2
Improve my ability to cope with change	60
Leadership Training[1]	
Develop my leadership skills and abilities	71.6
Learn to hone a vision for my program or library that people can get behind	59.6
Improve my ability to work in a politically charged and financially tight climate	54.5
Improve my ability to budget for today's economy	49
Sharpen my ability to fashion service models that work in the changing technological environment	52.2
Management Training	
Sharpen my ability to have difficult conversations in the course of my work	74
Advocacy	
Be better able to make the case for the value of information literacy	60.8

Additional Training Needs for Rural Oregon

The data from the spring regional meetings suggested that rural library personnel have some unique training needs in addition to those of the general library workforce. To test this, the survey "packaged" a set of training needs gleaned from the spring regional meetings held in

[1] This table includes percentages under 60% in the Leadership category because the other listings amplify "leadership skills and abilities."

rural Oregon. These are training needs thought to be uniquely rural. Consequently, respondents who thought they fit into the definition of "rural" answered an additional set of questions.

For the purposes of this survey, rural was defined as an area 50 miles or more from a population center of 20,000 or more. Only respondents who determined that they met this criterion answered a second set of training needs: Rural Library Training Needs. About 23% of respondents (133 people) indicated they are located in rural Oregon.

An analysis of their responses to the rural package shows:

1. There are training needs particular to the rural areas in addition to the general training needs.
2. A high percentage of the rural workforce has training needs related to sharpening their reference skills, the use of online databases, the basics of reference service and staying current in reference, troubleshooting computer hardware and doing basic maintenance and repair, and understanding information in a web-based environment.
3. There is a very high interest in training needs associated with "being in charge" of a rural library.
4. A significant percentage of those in positions associated with being in charge of the library say training needs associated with being in charge are not applicable to their jobs. (See Exhibit A, Figure 9). This suggests that a specific training package designed for library development in rural Oregon may be useful.
5. Different parts of the training package are important to those in charge versus those who list themselves in support staff jobs.

Exhibit A, Figure 7 shows the rural package training needs and the percentages of rural respondents who said the training need is extremely important or important. Figure 8 below shows the highest-ranking of these training needs from the rural package.

FIGURE 8: **Highest Ranking: Rural Package Training Needs** **Important+**	**%**
Sharpen my online reference skills	77.6
Know and be able to use on line databases	77.4
Learn the basics of reference service and be able to stay current in reference	67.8
Be able to trouble shoot computer hardware and do basic maintenance and repair	60.7
Understand information literacy in a web-based environment	66.1
Know how to motivate kids to read	62.7

It is important to note that the percentage increases significantly if respondents for whom the training was not applicable are subtracted from the total number of respondents.

Additional Training Needs for Everyone

One hundred and sixty-five respondents statewide said they are very interested in a basic **overview of libraries for themselves**. The interest among respondents extends across all regions and nearly all counties. One hundred and twenty-one of the 165 said they are support staff. The interest spans all types of libraries. One hundred and twenty-nine (of the 165) have worked in libraries from 0-15 years. The interest also spans educational levels, but about half of those interested have 4-year college degrees.

Sixty-seven respondents said they are very interested in a basic overview of libraries for one or more or their staff or volunteers. The interest spans all regions and all but 7 counties. The majority of respondents are managers (65.7%), but professionals (14.9%) and support staff (19.4%) are also interested in this offering.

Asked if library training should earn **continuing education credits (CEUs)**, 53.7% (283) respondents said that it should; another 19.7% (104) said that it should if it improves compensation. Another 6.3% (33) of respondents said that library training should not earn CEUs. Lastly, 20.3 % (107) said that it did not apply to them.

The respondents' interest in CEUs spans the state's regions and counties, but the predominant interest is in Multnomah, Deschutes, and Washington counties. Of the 136 managers who responded to the question, should library training earn CEU's, 57.4% said yes. Of the 249 support staff who responded to this question, 57.4% said yes. Of 124 non-management professional librarians 41.1% say that library training should earn CEUs. Of 15 technical staff 60% say yes to this question. When the question is paired with"…if it improves my compensation," the percentages increase by another 11.8% for managers, 22.1% for support staff, 23.4% for non-management professional librarians, and 20% for technical staff.

Training Now

The survey included questions to quantify the amount of time people train, their motivation, their perceived barriers to training, and their readiness to participate in distance training.

Nearly 80% of respondents statewide said they participated in training in the last year. By region, the highest participation was in central Oregon (87.8%) and the lowest was in eastern (67.7%) and southern (67.5%) regions. Most respondents say they spent less time in training in the last year than 3-4 years ago (40%). About an equal percentage estimate they spent about the same time in training over the last year, compared with 3-4 years ago. About 20% of respondents (20.6%) estimate that they spent more time in training this last year, compared to 3-4 years ago.

Respondents who attended training did so because it was relevant to their current jobs (89.2%); they wanted to get an introduction to or better understand a topic (68.9%); their employer required it (42.1%); or they wanted to gain skills for career advancement (39.2%). Respondents from beyond Metro Portland and the Willamette Valley regions were less likely to elect training

for career advancement or to get an introduction to or better understand a topic. Respondents from Metro Portland and Willamette Valley regions were more likely to elect training for these purposes.

Respondents who did not attend training attributed this to funds not being available (49.2%); personal time not being available (26.3%); release time not being available (23.7%); topics of no interest (19.5%); and their own disinterest (3.4%). Forty percent of respondents who did not attend training said they were not aware of offerings.

A higher percentage of respondents from the Columbia River Gorge (100%), Eastern Oregon (60%), and southern Oregon (56.3%) attributed the lack of attendance to funding not being available. A higher percentage of respondents from eastern Oregon (45%) and southern Oregon (50%) regions were unaware of offerings. A smaller percentage of Central Oregon respondents (33%) than the norm were unaware of offerings.

About 2/3rds of respondents say they are able to use telephone and web conferencing at their workplaces; about 40% are able to use video conferencing. From home, about 40% have telephone or web conferencing capabilities, while only 17.8% have video conferencing capability from home. In either venue, the capability may be higher as about 15% of respondents did not know if their workplaces or homes have these options.

According to respondents who say their workplaces do not have these capabilities, 54.5% say it is because their workplaces do not have the equipment, while 31.1% say their workplace does not have the telecommunications capability. Nearly half (46.9%) of respondents who said they are unable to use these modes at their workplaces said it is because they themselves do not know how to use the equipment.

Training Future

Time in Training

Statewide, about 80% (80.6%) of respondents expect to spend 1-4 hours per month in training over the next year, while 15.7% expect to spend 5-10 hours per month in training; 3.7% expect to spend more than 10 hours per month in training over the next year. However, many respondents commented that they spend no time or far less than 1-4 hours per month.

Respondents from the Metro Portland and Willamette Valley regions expect to spend more time in training, with 16.7% and 18.5%, respectively, in training 5-10 hours per month; 4.2% and 6.2% respectively in more than 10 hours of training per month.

A higher percentage of respondents from Central, eastern, and southern regions expect to spend 1-4 hours per month in training, while a higher percentage of coastal region respondents expect to spend 5-10 hours per month in training.

Delivery Mode Preferences

Statewide, the overwhelming majority of respondents' 1st preference of training delivery mode is face-to-face (79.7%). Face-to-face delivery of training is the top method for a higher percentage of central Oregon (82.3%), southern Oregon (83.8%), and Willamette Valley (85.9%) respondents.

Regionally, Metro Portland and the Willamette Valley prefer these training modes in descending order: face to face, online course, webinar, podcast, and teleconference. Otherwise, 2nd through 5th preferences by mode of training vary from region to region.

Statewide, respondents say that **full-day and half-day face to face workshops** are highly desirable. Most respondents (86.7%) said they would almost certainly participate (44.8%) or probably would participate (41.9%) in a full-day face to face workshop within a 2-hour drive. The percentage drops only slightly for a half-day workshop within a two -hour drive (79.6%).

A high percentage of respondents, statewide, would "almost certainly or probably" participate in a **one-hour webinar** (85.5%). This is consistent across regions. An even higher percentage than the norm of Columbia River Gorge and eastern Oregon respondents would almost certainly participate in a 1-hour webinar (50% and 48.3% compared to 36.9% statewide).

A high percentage (76.2%) of respondents, statewide, "almost certainly" or "probably" would participate in an **on-line, self-paced course over several weeks**. In fact, a higher percentage (33.3%) would "almost certainly participate" than the 11.3% who would "almost certainly participate" in a half-day conference. Outside of the Metro Portland and Willamette Valley regions (for which this mode is the 2nd preference), coastal Oregon and eastern Oregon have a higher percentage of respondents who would "almost certainly participate" in this delivery mode, compared to the remaining other regions.

Respondents statewide (58.9%) would "almost certainly" or "probably" participate in a **telephone consultation of 30-60 minutes**. As in all other modes, this presumes the training topic is likely to meet their needs and cost is not a consideration. Respondents' receptivity to this mode is higher than the norm in central (60.5%), eastern (69.9%), and southern Oregon (64.1%). Respondents in the Columbia River Gorge (50%), Metro Portland (55%), and the Willamette valley (47.6%) regions are less receptive than the norm to this mode.

Many respondents acknowledged that their preferences for training delivery mode vary depending on the training need. However, 85.6% of all respondents agreed or strongly agreed that they would use almost any training mode that enables them to learn what they need to know to more effectively do their jobs. 77.6% strongly agreed or agreed that they would use a "virtual campus" website if it "pushed" to their computer, quality training targeted to their needs.

Willingness to Pay

Statewide, 23.2% of respondents are willing to pay for training and do the training on their own time if the topic is important enough to them. Another 55.1% say it depends on the cost. Nearly 22% say that they would not be willing to pay for training. Regionally, a smaller than the norm

percentage of respondents in eastern Oregon (12.9%) and southern Oregon (17.5%) would be willing to pay. Coastal Oregon (33.9%) has the highest percentage of respondents who are willing to pay.

About 80% of respondents (281 people) who are willing would pay up to $50 for a **one-hour, face-to-face, one-to-one consultation**. The percentage is higher in central, eastern, and southern Oregon. It is lower in the Willamette Valley and coastal regions. The minority (19.4% or 70 people) would be willing to pay $100-$200. Two people would be willing to pay up to $300. More people are willing to pay $50 (79.6% or 281 people) for a one-hour, face-to-face, one-to-one consultation than are willing to pay for any of the other modes of training. The percentage is higher in Metro Portland, central, eastern, and southern Oregon.

For a **full-day, face-to-face group workshop**, 38.2% (152) of respondents statewide would be willing to pay up to $50; another 38.4% (153), up to $100. Another 13% (52) would be willing to pay up to $150, while 7.3% (29) would be willing to pay up to $200. Another 3% (12) would be willing to pay up to $250 or $300. A higher percentage than the norm from coastal, eastern, and southern, and Willamette Valley respondents are willing to pay up to $100 for a full-day, face-to-face workshop.

Statewide, the percentage of respondents willing to pay for a **4-week on line course** parallels that of a full-day, face to face group workshop. Likewise, willingness to pay up to $100 is higher than the norm in coastal, eastern, southern, and the Willamette regions.

Formal CE Interest

Many individuals said they are very interested in pursuing formal continuing education. They are located in every region of Oregon. Seventy-two respondents said they are very interested in becoming **certified as a library paraprofessional**. The number is higher if the certification improves the respondent's compensation. Fifty-eight respondents said they are very interested in pursuing a **library paraprofessional degree**. Again, the number is higher if the degree improves the respondent's compensation.

Sixty-five respondents (12.3%) are very interested in pursuing **ALA's professional library administrator certification**. The number is greater if the certification improves the respondent's compensation. Fifty-eight respondents said they are very interested in pursuing a **master's degree in library science**. The following table shows the number of very interested respondents. These numbers may not represent discrete individuals as some may have interests in more than one of these formal certifications and degrees.

Figure 10 below is a summary of the number of respondents by region very interested in formal continuing education.

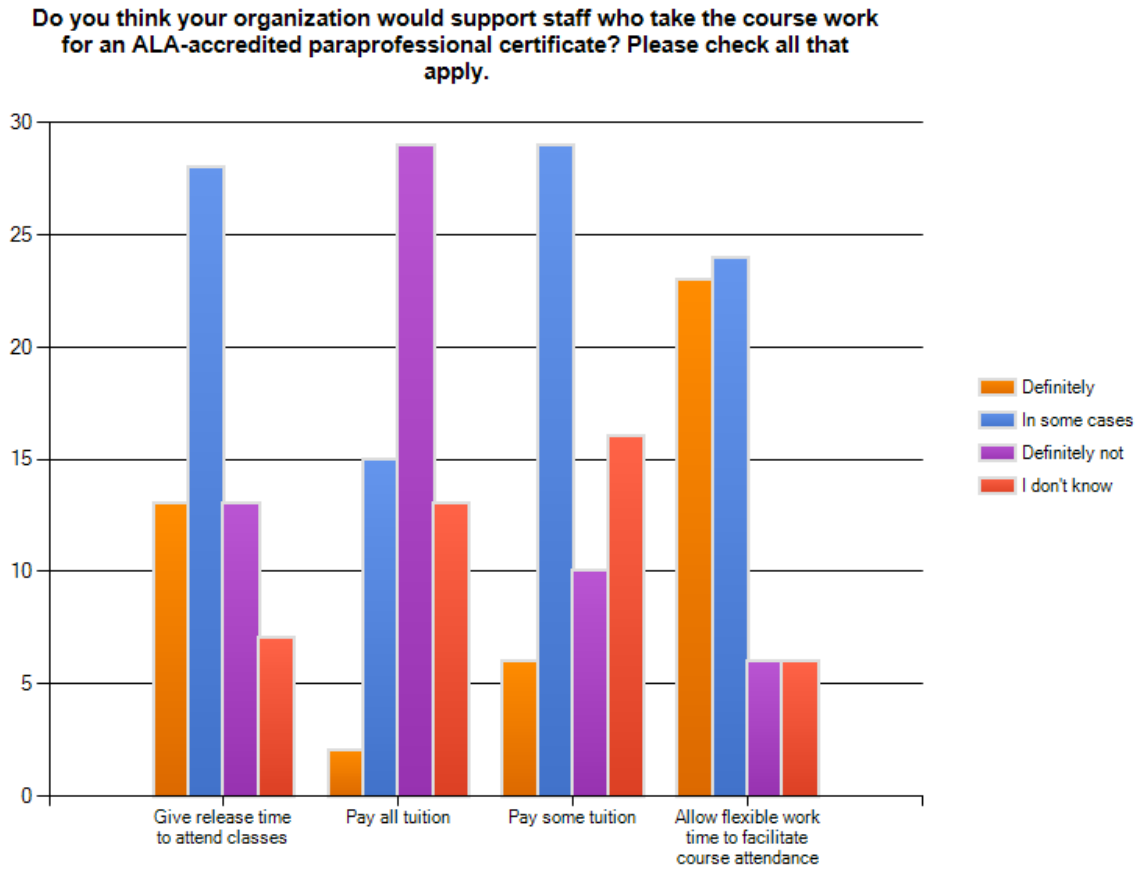
FIGURE 10

Number of Respondents by Region Very Interested in formal Continuing Education

Region	Para professional certification	+ $	Para professional degree	+ $	ALA Librarian Certification	+ $	MLS
Central	12	20	8	18	9	9	3
Coastal	5	15	3	9	7	5	3
CRGorge	1	1	1	1	0	2	0
Eastern	13	11	9	12	9	10	8
MetroPortland	28	38	25	19	26	25	32
Southern	4	9	3	8	1	7	3
Willamette Valley	9	14	9	14	13	15	9
Totals	**72**	**108**	**58**	**77**	**65**	**73**	**58**

Survey of Library Directors: Support Staff Certification

Given the interest shown in the survey for support staff certification, a brief online survey was designed and administered to library directors in August 2010. The purpose of the survey was to gauge support for paraprofessional certification in library organizations. A total of 61 library directors responded to the survey. Respondents were mainly from public (29) and academic libraries (19). Library directors are generally very positive about paraprofessional certification. Many say they are willing to support employees selectively in pursuit of certification with flex time to facilitate class attendance, release time to attend classes, and with tuition help. Most definitely would not pay all tuition.



Conclusions

Overall, it is exciting and inspiring that people in the library workforce are so interested in being as effective as possible in their jobs. It is also inspiring how resourceful people are in using a variety of ways to be ever-more effective on the job.

There is a strong local commitment to training and continuing education in some library organizations but not in others. In some libraries, staff does not know how to use the library's equipment, computers, and ILS software. Even in the best of cases, local efforts are not enough

to keep pace with training needs. No single institution can afford to produce all of the training their staff needs.

By their own estimates, most people are spending little time in training and it is distributed in an uneven way across institutions. A majority of training is elected, not required by the institution. Some institutions train everyone and others don't.

Access to continuing education is uneven. To a large extent, individuals are funding their continuing education, sometimes aided by their institutions. For instance, management and professional staff in many library organizations get release time and in some cases funding for conference attendance and other continuing education activities. In some institutions, this is the case for all or some support and technical staff. However, many do not have access to institutional training or support for continuing education.

There is consistency across the state about training needs. The needs assessment established a taxonomy of training that is not only useful for Oregon but for the larger field. In addition, there is clarity about a body of rural-specific training needs.

People have a very strong preference for face-to-face training. People are very interested in one-on-one consultation as a form of training. The purpose served by face-to-face training often has to do with hands-on help, convenience, and context. At the same time, people say they are willing to use any delivery mode that enables them to be effective on the job.

People are willing to pay for training. However, the amount most say they are willing to pay would generally not cover the cost of the training. Any training plan for Oregon must be disciplined, focusing on finding existing training and pooling resources to provide the most needed training.

Regional conferences are of interest in general but particularly to the non-metropolitan regions. Face-to-face conferences serve a different purpose than other forms of training. People's attendance breaks their isolation. For many, they provide respite, rejuvenation, knowledge, and a venue for learning in programs and through networking with others. The question is whether or not conferences are affordable.

Funding is an issue. Funding for training is a largely a shared responsibility of the institution and the individual. But the level of funding is inadequate to the task. People expect the economic downturn to further diminish the level of training effort at the local level, in both out-of-pocket expenses and time away from work. Staffing cutbacks make it more difficult for people to leave their library posts to attend training. People generally expect the state to help with funding. At the same time, some library administrators are concerned that any LSTA funds directed toward training reduces the pool of LSTA funding for local grants.

People expect that using technology to train on location or at home will become more prevalent. However, more than half do not feel prepared for training in a web-based environment. Therefore, training material has to be easy to use by people that have varying levels of

sophistication in their ability to access the material. There should be continuous training to prepare people for the training environment.

Training needs are individual and dynamic. Each individual has a set of needs at any given time but these change over time. People want what they want; they don't want what you want them to want. Manager's want training to be outcomes based and employees want training they feel will improve their effectiveness on the job and/or advance their careers. Aligning these purposes is an issue at the local level.

Certification is of interest to many. However, the structure to fund certification is not in place in Oregon. Neither are employers prepared to compensate certification at this time. Training and not certification should be the top priority.

People are looking for leadership, vision, advocacy, coordination, structure, and funding for CE in Oregon. They expect Oregon libraries and library organizations to leverage their resources to parlay their training impact. People expect to use materials produced elsewhere for their training. Everyone realizes that training modules exist or are in production virtually around the globe and that libraries need not "reinvent the wheel." People see a role for a virtual campus for pointing the way and pushing training to them that meets their individual needs.

Implications for an Oregon CE Model

At the heart of any statewide model must be a sense of responsibility at the local level for training staff. This is more difficult in areas of the state where libraries are very small, isolated, have very little funding, and have staff who come to the job without library-specific training. There must be a purposeful effort to address these conditions in the Oregon model.

It is essential to address the geographical disparities. The purposeful, planned use of technology can help bridge these disparities. However, Oregon needs someone to take the lead in making CE technology in support of training efficiently available.

An Oregon model for CE must recognize and address the strongly expressed need for personal, one-to-one help in situations that call for it. People are willing to use webinars, on-line courses, and other prepared training. However, sometimes the "training" need is best satisfied by consultation or coaching. The Oregon CE model should include these options as well as guidance for the consumer in choosing the mode that best suits the need.

An Oregon model should include a web-based CE portal. It should bring together training resources and content organized around the training needs taxonomy. Individuals should be able access, review, and change their training portfolios any time. Their training history is archived. On-going needs assessment functionality should continuously refresh the taxonomy. Other features would include information about conferences, courses, workshops, and consulting, mentoring, and coaching resources. The site should emphasize quality over quantity, with selections guided by the dynamic taxonomy.

The model must engage primary stakeholders at the local level, regional, and state levels. They should plan, coordinate, and help fund a collaborative training agenda that leverages, supplements, and enhances local training. An Oregon model needs staff to provide leadership, advocacy, and follow-through. There has to be funding. There has to be a flexible, nimble delivery mechanism and a flexible, nimble fiscal agent.

PART IV: A LIBRARY CE MODEL FOR OREGON

This model puts together the main elements that emerged through the needs assessment. It addresses what the Oregon library workforce and stakeholders have said they need. It integrates relevant elements of other state models. Mindful of the project mandate to develop a model that is sustainable, it builds on what Oregon has, organizing and focusing the CE stakeholders, and adding essential staff who will deliver specific products.

Overview

The model establishes a Council of Oregon library CE key stakeholders who will provide and direct the disciplined and selective provision of training. The Oregon Library Training Taxonomy will guide the provision of training, along with the survey data. With the involvement of a CE Coordinator, the CE Council will set the agenda and priorities for selected statewide training. The CE Council participants will help fund training and also guide a training plan.

CE Council

The CE Council is made up of Oregon's major institutional and organizational library CE stakeholders and providers. They include Multnomah County Library, Washington County Library Services, and Deschutes County Library. Also on the CE Council are a designated CE decision-maker from Libraries of Eastern Oregon (LEO) and LSSI (Jackson County). The CE Council includes the Oregon State Library and library associations, all of whom provide CE: ACRL-Oregon, SLA Oregon Chapter, OEMA, OLA, OCCLL, ORBIS, the association of community college librarians. PCC is included on the CE Council for its past and present role in library training, for its potential to facilitate training through the state's community college locations, and for its potential to offer formal library education. Emporia is also on the CE Council for its role in preparing professional librarians.

The CE Council is meant to be a practical, working body. They are the primary training providers and resources for the Oregon library workforce. Bringing them together facilitates their collaboration in training and in setting priorities for Oregon CE.

The CE Council elects a chair who is able to provide leadership for the CE Council in short-term and long-term planning for Oregon CE. The CE Council's role is to develop an Oregon CE training plan that is focused, disciplined, and efficient. It is also to collaborate on training and CE where it makes sense to leverage local training with the Oregon training plan. The fiscal agent is one of the CE Council partners.

Staffing

An Oregon CE model needs staff. Staff can be contractors rather than employees. A Coordinator, 7 regional library consultants, and selected expert consultants would be hired on retainer or an as-needed basis to provide needed services to support the Oregon model.

CE Coordinator

The Coordinator is an advocate for CE and manages the CE training plan implementation and evaluation. The CE training plan includes the web Portal, selected statewide and rural training, and on-going needs assessment. The Coordinator develops the specifications of contracts for regional consultants and service providers and manages compliance with the contracts. The Coordinator retains a consultant or contractor to design, maintain, and continuously improve a CE web portal. The Coordinator also selectively develops grant and other funding proposals to support the CE training plan. He/she plans the meetings of the CE Planning Council in concert with the CE Council Chair and maintains the record of the meetings. The Coordinator reports to the hiring agent. The hiring agent is a member of the CE Council.

It is important that the hiring agent be very agile in its hiring and contracting capability. The model calls for consultants and contractors. In fact, it is desirable to have all services provided on contract to allow flexibility to adjust the model. As an example, California's library training provider, InfoPeople, has a project director on contract with the Peninsula Library System (PLS), a regional cooperative formed as a joint powers authority under California state statutes. PLS is the fiscal agent. The InfoPeople director is on contract with PLS. She engages contractors to develop and deliver training. This is the type of flexibility the Oregon model should have.

Regional Consultants

The regional consultants are paid library professionals, one in each of seven regions, who are respected and have credibility in their regions. They are selected by the CE Coordinator. Usually, they are working in a library in the region or they may be may be retired or semi-retired. They are on an annual contract with the fiscal agent. They promote and actively solicit feedback from the field about the training and the portal. With the CE Coordinator, they are involved in on-going needs assessment. They communicate regularly with the CE Coordinator and vice versa.

The product of this communication is that the CE portal is well-known, used, and improved through feedback from library workers and administrators. Emerging training needs surface and are immediately transmitted to the Coordinator. The Coordinator uses the regional consultants to understand regional issues or to obtain information or feedback by region.

Consultants and Contractors

Consultants with specialized expertise are engaged as needed: for example, for the design of the CE portal, for its evaluation, and for its on-going improvement. Other consultants may be engaged to provide or delivery specific content training. CE providers like Web Junction may be engaged for their products. The Coordinator should be resourceful in using a variety of ways to procure what is needed to fulfill the training plan.

Oregon Library Training Taxonomy

Beginning with the initial taxonomy, the Coordinator corrals the needed training resources and only those resources. Because the Coordinator does not have to guess what is needed, the CE portal can immediately begin to feature training resources. The search for resources is selective not exhaustive. Training topics have the best rather than many resources to choose from.

The resources are reviewed for content match and timeliness. Both free and fee-based resources are indentified. Starting with the most important training needs, the CE portal directs users to the resources that match their training needs. The training taxonomy guides the search for existing resources. It also guides the decision to selectively create or commission the production of content.

Content is selectively developed first where the demand is high and as funding is available. The top training needs have been established in the needs assessment. Funding sources include the CE Council partners, LSTA, and training fees.

The creation of content is selective, disciplined, and efficient. The Coordinator and the CE Council identify the training content topic and delivery method. Training content can be produced by a CE Council partner or another provider commissioned by the Coordinator. Alternatively, it may be purchased or leased from providers llike Web Junction, Lyrasis, or InfoPeople, for example.

Using the taxonomy and survey data, the Coordinator proposes a manageable slate of CE trainings and events that address the most important training needs. This includes a rural Oregon library training series. The CE Council partners bring their training plans to the table and with the Coordinator work collaboratively to produce a modest, cohesive 12-24 month calendar.

The Coordinator refreshes the taxonomy based on ongoing input through the CE portal, regional consultants, CE Council, and contractors. The Coordinator also conducts an annual survey to help refresh the taxonomy.

CE Web Portal

The CE web-based portal contains training resources and selected content specific to the training taxonomy. The CE Coordinator locates the training resources for the portal with the help of CE Council partners, regional consultants, the CE coordinators from other states, and other sources.

The CE web portal lets users open a personal training portfolio. The portfolio contains the individual's training needs selected from the taxonomy. Individuals are prompted to name other training needs upon accessing their portfolio. The owners CE history is maintained in the portfolio. Trainings that match those needs are pushed to the individual's computer or mobile device.

The CE web portal also lists the schedule of trainings and allows online registration. It provides a listing of recommended trainers and consultants for the training taxonomy.

PART V: A CE BUSINESS MODEL FOR OREGON

Vision

The Oregon library community needs leadership, partnership, and collaboration to continuously prepare its library workforce in a constantly changing technological environment. While the specific needs may change, the need for continuing education will not change.

The continuing education landscape in Oregon is spotty and uneven, with various stakeholders doing what they do individually to prepare their staff and constituents. Given the present day economy, it is unrealistic to propose a model that the state legislature might fund or that LSTA alone would fund. Unlike some other states that have one or more positions at their state libraries to coordinate CE, Oregon library leaders must look to one another to address the compelling need for training in Oregon. No single institution or state library organization can provide sufficiently on its own for its own. Together, however, they can prepare staff locally by coordinating and collaborating regionally and statewide.

This business model envisions a focused, modest Oregon library training program that delivers the most important training. It includes a web-based CE portal that empowers individuals to pursue continuing education.

Structure

This business model calls for the leaders of large library systems and the leaders of library organizations to collaboratively plan a modest but focused program of continuing education in Oregon. The model includes a CE Coordinator, 7 regional consultants, and occasional consultants and contractors to develop and deliver training tools and content.

The CE Council meets in person and online. Under the leadership of the CE Coordinator, it establishes a training plan. The CE Council partners plan local training mindful of the statewide plan and vice versa.

The CE Coordinator provides advocacy for Oregon library CE. He/she insures that the training plan and the CE portal are efficiently and successfully implemented, administered, and evaluated against practical, results-based measures. He/she hires and oversees consultants and contractors and works effectively with the fiscal agent.

A CE Council partner is the fiscal agent. The fiscal agent is chosen on the basis of its ability to be competent, nimble, and efficient and to work effectively with the CE Coordinator on behalf of the CE Council.

Services

Services include selected fee-based trainings including one-on-one, face-to-face consultation, and a training series for rural libraries. The CE portal provides selected training resources to match the training taxonomy, along with selected features, including individual training portfolios and on-going needs assessment functionality.

Selected Trainings

The CE Coordinator with the assistance of the CE Council will select training priorities, using the training taxonomy as a guide. The choices are driven by what is most important across Oregon and what is also most important for the CE Council partners.

Selected trainings are provided through the most appropriate means. The CE Coordinator with the CE Council partners uses the statewide survey data to determine the most appropriate delivery method. The CE Regional Consultants validate training delivery assumptions through their contacts in the field. CE Council partners insure that the delivery method is supported and effective training is achievable. For example, the Oregon State Library should insure that trainees in rural areas have access to broadband connectivity.

Rural Library Training Series

The CE Coordinator commissions a series of training for rural libraries in keeping with the training taxonomy. A consultant team, aided by technology and with one-on-one consultative follow-up, provide the training on a regional or sub-regional basis.

Web Portal

The CE Coordinator commissions the design and development of a web-based CE portal. The portal matches recommended training resources to the training taxonomy. It enables on-going feedback and input from users. It enables individual training portfolios based on the taxonomy. It collects data to reflect online needs assessment. The CE Coordinator analyzes and synthesizes the needs assessment data, refining the taxonomy with input from the regional consultants and the CE Council.

Operations

The CE Coordinator works from a location that provides easy virtual access to the CE Council partners, regional consultants, local libraries, and service providers. CE Council partners generally meet virtually, online and by telephone conference call.

Face-to-face training is staged in CE Council partner libraries and community colleges. Consulting is arranged by the trainee on the web portal or in consultation with the CE Coordinator. Trainees choose from a selected, recommended list of consultants. The recommended list of consultants is developed by the CE Coordinator on the advice of the CE Council, regional consultants, and references.

Web-based training is provided through one or more CE Council partners. The CE Coordinator works with the partner to plan and execute the training.

Funding

Funding sources include LSTA, in-kind contributions of CE Council partners, pooled CE Council partner training money, and trainee registration fees. A first-year funding plan totals $251,060. The funding sources are LSTA ($153,060), CE Council ($85,000), and trainee registration fees. A funding table follows.

The funding model is heavily dependent on LSTA funding. The Oregon State Library and CE Council partners should plan on a three-year commitment during which time the funding plan, amount, and proportion of funding can be shifted in keeping with the demand for training.

The CE Council can consider at a future time the viability and the timing of introducing certification and CEU components in future service plans. This is directly related to the ability of library employers to align compensation to CEUs and certification.

As previously noted, the CE Council partners help fund selected trainings.

“Helping to fund” means:

- using local funds, pooling them, and/or paying fees to collaboratively underwrite in part or in whole training topics in the training plan;
- extending to those in the region or state local training that CE Council partners have developed or are providing to their staff or constituents;
- through the use of technology, delivering institutional and organizational training programs that match the training plan, elsewhere in the state.

This report is a resource for library institutions and organizations and for the field of library CE at large. The suggested model is a point of departure for a purposeful discussion in Oregon of how to meet the considerable training and continuing education needs of the Oregon library workforce.

Element	Description	LSTA	CEC Partner	Trainee Fees	Total
Coordinator	Work plan-based	$ 78,000			
Regional consultants	7 RCs 10 hours/month@$25		$ 21,000		
	RC mileage		$ 4,000		
CE Web Portal					
	Scope Project	$ 2,600			
	Design	$ 32,500			
	Maintain (host)		in-kind		
	On-going development	$ 23,400			
	Host		in-kind		
	OSL Technology Consultant		in-kind		
Rural Library Training Series					
	Consultant/trainer team	$ 10,800			
	prep delivery w/host and libraries	$ 2,520	in-kind		
	3-part training series delivery	$ 3,240			
	telephone or onsite consultation			$ 13,000	
	Regional or sub-regional host (CC)		in-kind		
	OSL support		in-kind		
Training Lease or Purchase			$ 30,000		
Training content creation			$ 30,000		
Total		$ 153,060	$ 85,000	$ 13,000	$ 251,060

PART VI: NEXT STEPS

This project has identified many common training needs across Oregon. There is a profound gap between the needs and the ability to address those needs. No entity alone can provide the training and funding to address these needs. Together, however, these institutions and organizations can improve training locally by collaborating, coordinating, planning, and leveraging resources statewide.

This project's purpose was to do ground work for planning. The recommended next steps are:

1. The Project Director, PCC Library Director Donna Reed, disseminates the report electronically to the Oregon library community through library listservs, Oregon State Library Newsletter, and NWCentral website. She invites and responds to feedback and questions about the report. As needed, the project consultant assists her in responding to questions and feedback. PCC deploys the Project Consultant or project's regional consultants to present the report at selected forums in each region, up to the limit of remaining grant funds.

2. The Project Director, Donna Reed, and the Oregon State Librarian, Jim Scheppke, invite the proposed CE Council partners and the Project Consultant to a virtual or face-to-face CE Model Discussion Meeting. The purpose of the meeting is to review the report and the proposed model, to gauge interest in the model, and to outline next steps.

3. The Project Director conveys a report of the outcome of the CE Model Meeting and next steps to the Oregon library community through library listservs, the Oregon State Library newsletter, and the NWCentral website.

Continuing Education for Oregon Library Personnel:

Needs Assessment Report and Proposed Model

Exhibit A: Figures

Ruth Metz Associates
for Portland Community College

October 11, 2010

This project is supported in part by the Institute of Museum and Library Services through the federal Library Services and Technology Act, Administered by the Oregon State Library.

Preface to Exhibit A: Figures

The following figures are referenced in the LSTA project report, *Continuing Education for Oregon Library Personnel: Needs Assessment Report and Proposed Model*, of which this Exhibit is a part. The author of the report is Ruth Metz, Ruth Metz Associates, Portland, Oregon. Each figure is briefly explained in this Exhibit. The import of each figure is narrated in the report.

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FIGURE 1 - This figure is a numeric summary of the project's 29 regional meetings held in the spring and summer of 2010. The regional meetings elicited anecdotal information about continuing education and training needs from 273 attendees from 116 library organizations. The summary includes a breakdown of attendance by region, type of library, job type, and full-time or part-time status.

FIG 1 – Page 1 of 2

FIGURE 1 Regional Meetings Attendance Summary, page 1 of 2, continued on next page

	Central					**Coastal**			**CRG**	**Eastern**									
Attendance Summary	**4/14**	**4/16**	**4/22**	**5/14**	**5/19**	**4/16**	**5/18**	**5/19**	**4/23**	**4/16**	**4/19**	**4/22**	**4/23**	**4/27**	**4/30**	**4/30**	**5/6**	**5/10**	**5/18**
total attendees	8	11	14	9	16	9	6	12	9	5	14	6	37	2	4	5	3	3	6
academic	0	0	5	0	0	2	1	0	3	0	4	0	0	0	0	0	3	0	0
public	8	11	8	9		5	5	8	4	0	10	5	35	2	2	3	0	1	4
school	0	0	0	0	16	2	0	1	1	5	0	1	2	0	2	2	0	2	2
special	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
other	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
# of institutions represented	1	3	4	1	15	6	4	7	5	5	4	2	15	1	2	3	1	0	6
Attendee Summary	**4/14**	**4/16**	**4/22**	**5/14**	**5/19**	**4/16**	**5/18**	**5/19**	**4/23**	**4/16**	**4/19**	**4/22**	**4/23**	**4/27**	**4/30**	**4/30**	**5/6**	**5/10**	**5/18**
administrative	0	1	0	1				2		1	3	3	9						
clerical	2	1	2	3			2	1	2	4	7	3	23		2	2	2	1	2
management	1	1	4	0		6	4	7	5		1			2	2	2	1	1	4
professional	1	3	5	1	1	1		1	1		1	1				1		1	
technical	4	5	3	4	15	1		1	1		2	1	5						
full time	4	8	9	6	16	7	5	11	8	4	8	1	15		1		2	3	
part time	4	3	5	3	0	2	1	1	1	1	6	5	22	2	3	5	1		6

EXHIBIT A, FIGURE 1 Regional Meetings Attendance Summary, page 2 of 2, continued from previous page												
	Portland Metro			**Southern**					**Willamette Valley**			
Attendance Summary	**4/29**	**4/30**	**5/14**	**4/29**	**4/30**	**5/6**	**5/13**	**5/20**	**5/10**	**5/11**	**5/25**	**Total**
total attendees	7	15	11	1	2	19	10	8	4	9	8	**273**
academic		1	1	0	2	0	1	0	2	4	6	**35**
public	7	13	3	1		18	7	8	1	4		**182**
school	0	0	0	0	0	1	0	0	0	0	1	**38**
special	0	0	0	0	0	0	0	0	0	0	0	**3**
other	0	1	7	0	0	0	1	0	1	1	1	**14**
# of institutions represented	4	9	0	1	1			1	4	6	5	**116**
Attendee summary	**4/29**	**4/30**	**5/14**	**4/29**	**4/30**	**5/6**	**5/13**	**5/20**	**5/10**	**5/11**	**5/25**	**Total**
administrative	1		0			1		1	1	4		**28**
clerical	1		0		1	3	8	1	1	1	3	**78**
management	3	3	7	1		2		2	1	2	2	**64**
professional		12	4		1	12	1	4		2	3	**57**
technical	2		0				1		1			**46**
subtotal by job type												**273**
full time	6	9	11	1	2	11	10	8	3	8	5	**182**
part time	1	6	0	0	0	8	0		1	1	3	**91**
subtotal FT/PT												**273**

FIGURE 2 - This figure is the taxonomy of training needs that developed from the project's regional meetings. The taxonomy was developed by the consultant from regional meeting summaries prepared by regional consultants who facilitated the meetings. Attendees were asked to say what they needed to learn in order to more effectively do their jobs and develop their careers.

FIG 2 – Page 1 of 4

EXHIBIT A, FIGURE 2 –Taxonomy of Training Needs
Know about new and emerging trends in electronic services
Keep up with the newest web tools
Learn about open source and free technology tools that are widely available
Keep up with software upgrades to the library's online catalog
Keep up with consumer products like Kindle and Sony E-books
Be better able to use desktop software like Outlook, PowerPoint, Excel, and Publisher
Be better able to use our library's OPAC
Be able to integrate new web trends into public service
Know about new and emerging trends in electronic tools and services for students and teachers
Keep up with software upgrades such as Microsoft Office
Learn about Web 2.0 and how to use it
Learn about computer applications for the library and how to evaluate them
Know how to download from library computers to the public's various devices
Improve my ability to evaluate web trends for my library
Be better able to use and troubleshoot my library's audiovisual equipment and computers
Learn new skills to maintain our library's website
Know how to use video conferencing as a training or programming tool
Learn how to make sound library policy for the web 2.0 environment
Learn about new hardware and software on the market
Learn social networking applications like Facebook
Be better able to troubleshoot email and attachment problems
Learn new instructional techniques and approaches in academia
Learn to maintain servers

EXHIBIT A, FIGURE 2 –Taxonomy of Training Needs
Be better able to do PERL Scripting (computer programming language)
Public Service Training Needs
Be more knowledgeable about online resources
Be more knowledgeable about community resources: online, in print, and other
Learn about popular online databases and websites
Sharpen my skills in interacting with and serving difficult people
Improve my competency in working with a variety of cultures
Build my knowledge and skills in the use of statewide databases
Be better able to guide others through the search process
Improve my ability to interact with and serve the disadvantaged, the poor, and the homeless
Understand the needs of populations such as children, Hispanics, the poor, the elderly
Learn how to conduct my needs assessments
Know how to effectively query a library user about his or her information needs
Sharpen my interpersonal skills with the public in general
Understand intellectual freedom, privacy, and confidentiality of library records
Be better able to help library users with computers and email, websearching, databases, and Microsoft Office
Sharpen my interpersonal skills with children and teens
Learn or improve readers advisory skills
Know and use the U.S. census resources and data
Build my knowledge and skills in the use of the on-line reference network, called L-Net
Know various age appropriate websites for youth/teens
Improve my paraprofessional reference skills
Sharpen my online reference chat skills with different age groups
Learn how to provide early literacy services
Learn or improve storytelling skills
Be able to do youth programming on a shoe string
Collection and Collection Management Training
Learn about new materials, print and online, as they become available

EXHIBIT A, FIGURE 2 –Taxonomy of Training Needs
Acquire new skills to promote the collection
Improve my ability to develop a collection that inspires greater use of the library
Learn about cataloging trends and new directions
Improve my collection weeding skills
Understand the pros and cons of alternatives to the Dewey Decimal classification system
Learn about and be able to use the new cataloging standard, RDA (Resource Description and Access)
Know how to streamline cataloging practices and understand efficient alternatives
Be able to catalog my library's collection
Workplace Training
Sharpen my communication skills with my supervisors, co-workers, or those I supervise
Sharpen my communication skills with library users, library partners, and the community at large
Sharpen my efficiency skills
Sharpen my interpersonal skills with those inside my organization
Sharpen my team work skills
Be better able to function under stress
Sharpen my time management skills
Set priorities and learn how to stick with them
Learn how to manage with less
Improve my ability to cope with change
Leadership Training
Develop my leadership skills and abilities
Learn to hone a vision for my program or library that people can get behind
Improve my ability to work in a politically charged and financially tight climate
Improve my ability to budget for today's economy
Sharpen my ability to fashion service models that work in the changing technological environment
Learn how to plan and manage a library building project and fund-raising campaign
Learn how to design and implement a succession plan
Management Training

EXHIBIT A, FIGURE 2 –Taxonomy of Training Needs
Sharpen my ability to have difficult conversations in the course of my work
Be able to plan for technology
Understand best practices and improve my skills in personnel management
Be able to assess and decide between different technology-related options
Improve my ability to supervise through change
Learn to do a service plan or staffing plan for my area of responsibility
Learn to do a cost/benefit analysis
Learn to write core competencies for library staff
Advocacy Training Needs
Be better able to make the case for the value of information literacy
Be better able to make the case for the value of the library in student achievement
Be better able to make the case to the public and local officials for the value of the library
Be better able to make the case to students for the importance of print resources
Be better able to make the case to the public and local officials for funding of the library
Be better able to write winning grants and proposals
Be better able to make the case to local officials for hiring and paying skilled library staff
Be better able to make the case for building a library

FIGURE 3 - This figure is a verbatim list of responses from regional meeting attendees in answer to the question, “How do you get your training and continuing education needs met now?” They are in no particular order and duplication has not been edited out.

FIG 3 – Page 1 of 8

EXHIBIT A, FIGURE 3 **Modes and Providers Used Now (By Region)**
Conferences in Portland (OLA, PLA)
Webinars
Training support for Millennium (opac) from Deschutes County
Networking (informally and at conferences).
Out of pocket/self motivated
Institutional trainings (Deschutes Library)
Conferences (OLA, PLA, Central Oregon)
Online resources
Collaboration & Networking
Vender trainings
Library 2.0
Employer (Deschutes/COCC)
Regional/State Conferences
College Network (classes)
ORBIS (Cascade)
County Law Library Association (OCCLL)
Colleagues
Microsoft Online Learning
Central Oregon Conference (not currently operating)
Informal instruction from other staff.
Self directed: informally on the internet, networking with other staff.
Central Oregon Conference.
ABLE (Idaho)
NWCentral
OLA (materials repair)
Central Oregon Community College
Crook County computer classes.
National Library conferences.
Smithsonian Teleconference.
Reading articles, journals, zines
BCR free Friday forum
Workshops, one-day
Cross training within organization
PSU online library science classes
In Service training days
OLA, PLA, PNLA workshops, conferences, seminars
Vendor training, especially OCLC
Ohio Basic skills modules
list servs

EXHIBIT A, FIGURE 3 **Modes and Providers Used Now (By Region)**
webinars (e.g. Gale, Tech Soup, AASL, College of Dupage, Vendors, ALA, OCLC)
State and regional conferences (regional conference: School media)
Reading: State Library notice of books available
Workshops: Portland, Bend, Eugene, Salem
Learning from sales representatives on the phone
U of Wisconsin online courses (4-10 weeks)
Follett's Alliance cataloging tool
Call the one District library professional
Networking among local peers
Questions posted to OASL list-serv
A conference five years ago
Call book vendors
Call peers in State
District Tech person for troubleshooting
Local retired MLS school librarian
Regional OASL meetings
Public library children's librarian book talks
Columbus Day in-service - in-house trainers only
ALA Library Support Staff Certification Program
ALA Library Administrators Certification Program
Webinars - e.g. 10-week SFX training
Commercial training off-site - esp. Book Blitz
OLA-SSD & Preservation Div. regional face-to-face workshops
Kids-lib (list-serv) for questions, uploads videos of workshops
Peer to peer - call someone
Regional SAGE system training- face to face
Conferences: a few to OLA if affordable; most go to none
Conference in Boise - books for reluctant readers
BERS (Solar logic) training
BCR online
Reading
Webjunction
EOU online course for school librarians- part of M-Ed.
Database vendors
Central Oregon regional conference -Great
In house training by outside trainers
Gates community webpage
Seat of the pants -not very effective
Gates face to face when computers delivered
Training CDs for specific programs
Univ. Wisconsin 1-week online course in collection development
Shadowing a peer in neighboring library
Book Blitz training once long ago
EOLA workshops in past
School librarian: one on one from teachers or web

EXHIBIT A, FIGURE 3 **Modes and Providers Used Now (By Region)**
Peer to peer conversation
Regional in-service
Washington State Library for advanced technology
College of du Page in past
OASL annual conference
OASL region 6 & 7 annual workshop day
Webinars - BCR and others
OLA Conference when possible
list-serv for back & forth
ALA & PLA for vendors and peer networking
Webinars - Gale, Ebsco, L-NET
Live people - hands on
Sage list-serv
Free training from neighbor libraries
Call peers
workshops PSU, EOU, Pacific Univ.
District meetings quarterly
Training, discussion at branch
Webinars- Tutor.com
School gave training on ILS system
Power Points
School: "trial by fire"
Public: PLA sessions
Work with someone knowledgeable
School: OASL list-serv
On the Job training
Online School Library Journal
Online Scholastic Magazine
Vendor Training Example: come to us, e.g. WorldBook rep teaches WB online
Staff meetings
Healthy Start training
Library courses at EOU
In-house technical support
A few OLA conferences
Director distributes notices of training opportunities
Expected to find own C.E.
Webinars
Staff reports from conferences
Receive ILS (Evergreen migration) advance testing online
Use manuals on specific ILS modes
Online LC & ILS (Sage Millenium) for cataloging
Follett Titlewave for cataloging
Barnes & Noble online for reading levels
Gates training when computers delivered
OASL Spring regional conference sometimes

EXHIBIT A, FIGURE 3 **Modes and Providers Used Now (By Region)**
Peers- call school to school help/ideas
(Public) Deschutes annual children's workshop
individually (reading)
coworkers
conferences, seminars
not being met
coworkers, mentoring
vendors
individually (reading)
coworkers
individually (reading)
in-house
library associations
Internet
Mentorship from staff or previous staff
Wing it...click randomly and then google it
Try to do one ILL conference per year
Institution In-Service trainings as fit with job needs
Internal college trainings
Staff In-Service trainings and workshops
Chamber of Commerce- County partners w/Chamber with work related trainings
County IT dept trainings for public library
Conferences - those lucky enough to go
Branch meetings/trainings
Webinars- free access trainings..BCR…First Friday
ESD used to do trainings
EBSCO trainings
Attending Community College on own time and expense
Webinars when available and appropriate
Networking w/peers
Conferences: OLA, PLA
In house through in-services, county IT department trainings
Online research on the job, explore sites, practice research w/recent or regular questions when have chance
ALA online course for Support Staff certification
Conferences - Training away from the library
Professional reading
Creatively - Often go outside library training to State or Library of Congress
Vendor-provided webinars
MLA webinars
WebJunction offerings
NW Central offerings
Conferences
Community college / college classes
City job training resources; workshops

EXHIBIT A, FIGURE 3 **Modes and Providers Used Now (By Region)**
Professional associations
Offerings within the organization
Learn as a member of "ad hoc" committees
Conferences in Portland (OLA, PLA)
Webinars
Training support for Millennium (opac) from Deschutes County
Networking (informally and at conferences).
Out of pocket/self motivated
Institutional trainings (Deschutes Library)
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Online resources
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Networking among local peers
Questions posted to OASL list-serv
A conference five years ago
Call book vendors
Call peers in State
District Tech person for troubleshooting
Local retired MLS school librarian
Regional OASL meetings
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Washington State Library for advanced technology

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Free training from neighbor libraries
Call peers
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District meetings quarterly
Training, discussion at branch
Webinars- Tutor.com
School gave training on ILS system
Power Points
School: "trial by fire"
Public: PLA sessions
Work with someone knowledgeable
School: OASL list-serv
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Online School Library Journal
Online Scholastic Magazine
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In-house technical support
A few OLA conferences
Director distributes notices of training opportunities
Expected to find own C.E.
Webinars
Staff reports from conferences
Receive ILS (Evergreen migration) advance testing online
Use manuals on specific ILS modes
Online LC & ILS (Sage Millenium) for cataloging
Follett Titlewave for cataloging
Barnes & Noble online for reading levels
Gates training when computers delivered
OASL Spring regional conference sometimes
Peers- call school to school help/ideas
(Public) Deschutes annual children's workshop
individually (reading)

EXHIBIT A, FIGURE 3 **Modes and Providers Used Now (By Region)**
coworkers
conferences, seminars
not being met
coworkers, mentoring
vendors
individually (reading)
coworkers
individually (reading)
in-house
library associations
Internet
Mentorship from staff or previous staff
Wing it...click randomly and then google it
Try to do one ILL conference per year
Institution In-Service trainings as fit with job needs
Internal college trainings
Staff In-Service trainings and workshops
Chamber of Commerce- County partners w/Chamber with work related trainings
County IT dept trainings for public library
Conferences - those lucky enough to go
Branch meetings/trainings
Webinars- free access trainings..BCR…First Friday
ESD used to do trainings
EBSCO trainings
Attending Community College on own time and expense
Webinars when available and appropriate
Networking w/peers
Conferences: OLA, PLA
In house through in-services, county IT department trainings
Online research on the job, explore sites, practice research w/recent or regular questions when have chance
ALA online course for Support Staff certification
Conferences - Training away from the library
Professional reading
Creatively - Often go outside library training to State or Library of Congress
Vendor-provided webinars
MLA webinars
WebJunction offerings
NW Central offerings
Conferences
Community college / college classes
City job training resources; workshops
Professional associations
Offerings within the organization
Learn as a member of "ad hoc" committees

FIGURE 4 - This figure shows the percentage of respondents to this project's online survey of training needs who found the training need important or extremely important. It is by category and the percentages are in descending order.

FIG 4 - Page 1 of 3

EXHIBIT A, FIGURE 4 –Equipment, Computer, and Internet Training Needs	**Percentage of Respondents**
Know about new and emerging trends in electronic services	75.3
Keep up with the newest web tools	74.2
Learn about open source and free technology tools that are widely available	72.5
Keep up with software upgrades to the library's online catalog	69.7
Keep up with consumer products like Kindle and Sony E-books	65.5
Be better able to use desktop software like Outlook, PowerPoint, Excel, and Publisher	64.7
Be better able to use our library's OPAC	63.2
Be able to integrate new web trends into public service	60.4
Know about new and emerging trends in electronic tools and services for students and teachers	60.3
Keep up with software upgrades such as Microsoft Office	60.1
Learn about Web 2.0 and how to use it	59.9
Learn about computer applications for the library and how to evaluate them	59.4
Know how to download from library computers to the public's various devices	57.8
Improve my ability to evaluate web trends for my library	57.0
Be better able to use and troubleshoot my library's audiovisual equipment and computers	56.6
Learn new skills to maintain our library's website	48.4
Know how to use video conferencing as a training or programming tool	48.1
Learn how to make sound library policy for the web 2.0 environment	48.0
Learn about new hardware and software on the market	45.9
Learn social networking applications like Facebook	43.7
Be better able to troubleshoot email and attachment problems	39.9
Learn new instructional techniques and approaches in academia	36.3
Learn to maintain servers	16.9
Be better able to do PERL Scripting (computer programming language)	13.3
Public Service Training Needs	
Be more knowledgeable about online resources	83.3
Be more knowledgeable about community resources: online, in print, and other	80.6
Learn about popular online databases and websites	78.6
Sharpen my skills in interacting with and serving difficult people	78.2
Improve my competency in working with a variety of cultures	76.3
Build my knowledge and skills in the use of statewide databases	72.1
Be better able to guide others through the search process	71.4
Improve my ability to interact with and serve the disadvantaged, the poor, and the homeless	69.9

EXHIBIT A, FIGURE 4 –Equipment, Computer, and Internet Training Needs	Percentage of Respondents
Understand the needs of populations such as children, Hispanics, the poor, the elderly	68.5
Learn how to conduct my needs assessments	67.8
Know how to effectively query a library user about his or her information needs	66.7
Sharpen my interpersonal skills with the public in general	66.1
Understand intellectual freedom, privacy, and confidentiality of library records	65.9
Be better able to help library users with computers and email, websearching, databases, and Microsoft Office	64.2
Sharpen my interpersonal skills with children and teens	61
Learn or improve readers advisory skills	58
Know and use the U.S. census resources and data	57.4
Build my knowledge and skills in the use of the on-line reference network, called L-Net	56.1
Know various age appropriate websites for youth/teens	52.8
Improve my paraprofessional reference skills	47.4
Sharpen my online reference chat skills with different age groups	38.9
Learn how to provide early literacy services	33.3
Learn or improve storytelling skills	30.2
Be able to do youth programming on a shoe string	28.5
Collection and Collection Management Training	
Learn about new materials, print and online, as they become available	75.4
Acquire new skills to promote the collection	66.8
Improve my ability to develop a collection that inspires greater use of the library	60.1
Learn about cataloging trends and new directions	54.3
Improve my collection weeding skills	52.8
Understand the pros and cons of alternatives to the Dewey Decimal classification system	49
Learn about and be able to use the new cataloging standard, RDA (Resource Description and Access)	43.6
Know how to streamline cataloging practices and understand efficient alternatives	42.5
Be able to catalog my library's collection	36.6
Workplace Training	
Sharpen my communication skills with my supervisors, co-workers, or those I supervise	77.6
Sharpen my communication skills with library users, library partners, and the community at large	74.3
Sharpen my efficiency skills	72.4
Sharpen my interpersonal skills with those inside my organization	72.4
Sharpen my team work skills	71.3
Be better able to function under stress	70.3
Sharpen my time management skills	68.4
Set priorities and learn how to stick with them	64.4
Learn how to manage with less	64.2
Improve my ability to cope with change	60
Leadership Training	

EXHIBIT A, FIGURE 4 –Equipment, Computer, and Internet Training Needs	Percentage of Respondents
Develop my leadership skills and abilities	71.6
Learn to hone a vision for my program or library that people can get behind	59.6
Improve my ability to work in a politically charged and financially tight climate	54.5
Improve my ability to budget for today's economy	49
Sharpen my ability to fashion service models that work in the changing technological environment	52.2
Learn how to plan and manage a library building project and fund-raising campaign	23
Learn how to design and implement a succession plan	31.1
Management Training	
Sharpen my ability to have difficult conversations in the course of my work	74
Be able to plan for technology	52.3
Understand best practices and improve my skills in personnel management	50.2
Be able to assess and decide between different technology-related options	47.5
Improve my ability to supervise through change	44.9
Learn to do a service plan or staffing plan for my area of responsibility	43.7
Learn to do a cost/benefit analysis	42.6
Learn to write core competencies for library staff	38.2
Advocacy Training Needs	
Be better able to make the case for the value of information literacy	60.8
Be better able to make the case for the value of the library in student achievement	53.6
Be better able to make the case to the public and local officials for the value of the library	50.6
Be better able to make the case to students for the importance of print resources	50
Be better able to make the case to the public and local officials for funding of the library	47.5
Be better able to write winning grants and proposals	44.4
Be better able to make the case to local officials for hiring and paying skilled library staff	43.7
Be better able to make the case for building a library	25.9

FIGURE 5 - This figure shows by region the percentage of respondents for whom each training was important or extremely important. It is arranged by category.

FIG 5 – Page 1 0f 4

EXHIBIT A, FIGURE 5: Training Needs by Region: Percentage of Respondents, page 1 of 4

Metro P	WV	Central	Coastal	Gorge	East	South	Equipment, Computer, and Internet Training Needs
49.6	47.8	65.1	69.4	30	73.5	60.4	Be better able to use and troubleshoot my library's audiovisual equipment and computers
37.7	28.7	44.4	47.5	40	54.4	33.3	Be better able to troubleshoot email and attachment problems
51	54.6	70.7	56.9	60	69.1	58.4	Know how to download from library computers to the public's various devices
59.7	71.9	70.8	61	60	66.2	68.5	Be better able to use desktop software like Outlook, PowerPoint, Excel, and Publisher
59.5	58.5	62.1	62.1	50	61.8	58.3	Keep up with software upgrades such as Microsoft Office
66.3	65.1	82.7	60.3	80	78.2	68.1	Keep up with software upgrades to the library's online catalog
66.1	57.9	71.6	47.5	60	68.7	50	Be better able to use our library's OPAC
43.2	47.8	40.9	55.9	90	55.9	61.7	Learn new skills to maintain our library's website
11.6	17.1	15.7	23.7	30	26.4	21.3	Learn to maintain servers
12	16.7	7.8	10.3	10	19.7	19.1	Be better able to do PERL Scripting (computer programming language)
44.4	52.8	41.6	43.9	50	51.5	41.7	Learn about new hardware and software on the market
65.3	75.3	62.1	62.7	50	65.2	60.4	Keep up with consumer products like Kindle and Sony E-books
75.7	74.1	65.9	72.8	80	72.7	85.4	Keep up with the newest web tools
78.1	78.9	66.6	72.8	70	76.4	72.9	Know about new and emerging trends in electronic services
60	60.6	56.3	49.2	70	68.1	68.1	Know about new and emerging trends in electronic tools and services for students and teachers
61.2	60.2	57.9	55.2	60	64.2	55.3	Learn about Web 2.0 and how to use it
42.5	48.3	44.4	43.1	50	47.8	32.6	Learn social networking applications like Facebook
45.2	60.4	38.6	47.5	50	53	51	Learn how to make sound library policy for the web 2.0 environment
55.1	66.3	52.3	62.7	70	67.7	63.8	Learn about computer applications for the library and how to evaluate them
72.1	70	70.1	78	70	76.4	72.3	Learn about open source and free technology tools that are widely available
54.2	57.8	47.1	59.3	80	67.6	66	Improve my ability to evaluate web trends for my library
62.1	63.6	46	61	70	61.6	67.4	Be able to integrate new web trends into public service
42.7	51.7	51.2	39	50	67.7	48	Know how to use video conferencing as a training or programming tool
36.6	31.4	34.4	23.8	40	44	53.3	Learn new instructional techniques and approaches in academia

MetroP	WV	Central	Coastal	Gorge	East	South	Public Service Training Needs
64.7	63.9	69.4	67.8	66.7	69.7	63.7	Sharpen my interpersonal skills with the public in general
77.9	78.8	80	81.3	88.9	77.6	70.5	Sharpen my skills in interacting with and serving difficult people
57.7	56.5	76.5	61.1	44.4	65.1	54.5	Sharpen my interpersonal skills with children and teens
78.3	81.2	82.4	74.5	77.8	66.6	60.5	Improve my competency in working with a variety of cultures
69.4	70.6	77.7	74.5	77.8	66.1	54.6	Improve my ability to interact with and serve the disadvantaged, the poor, and the homeless
57.6	55.3	75.6	72.9	66.6	77.6	62.2	Be better able to help library users with computers and email, websearching, databases, and Microsoft Office
78.7	76.4	89.4	86.4	66.7	96.9	82.2	Be more knowledgeable about online resources
79.9	75	81.4	83	77.7	90.9	75	Be more knowledgeable about community resources: online, in print, and other
73.2	79.1	84.7	79.6	77.7	87.9	80.4	Learn about popular online databases and websites
48.1	50	56.4	59.4	73.2	81.8	59.1	Build my knowledge and skills in the use of the on-line reference network, called L-Net
63.9	72.9	45.3	83.1	88.9	86.8	78.3	Build my knowledge and skills in the use of statewide databases
60.8	68.6	73	67.8	66.6	77.6	64.5	Know how to effectively query a library user about his or her information needs
64.4	73.2	74.5	75.6	88.9	81.8	75.5	Be better able to guide others through the search process
36.8	34.5	42.9	39	44.4	32.3	49.9	Sharpen my online reference chat skills with different age groups
40.4	39.6	54.7	50.8	55.5	65.1	53.3	Improve my paraprofessional reference skills
52.1	44.9	63.5	69.4	55.5	60.6	66.7	Learn or improve readers advisory skills
25.7	34.1	36.9	27.1	22.2	36.4	31.1	Learn or improve storytelling skills
28.5	40	33.3	32.2	33.3	44.7	29.6	Learn how to provide early literacy services
20	33	25	28.9	33.3	49.8	38.6	Be able to do youth programming on a shoe string
44.9	51.2	67.1	50.9	33.3	64.2	60.5	Know various age appropriate websites for youth/teens
59.2	51.7	61	57.7	44.4	62.2	48.9	Know and use the U.S. census resources and data
66.4	68.3	63.6	61	66.7	69.7	65.1	Understand intellectual freedom, privacy, and confidentiality of library records
65.9	70.6	65.5	56.9	88.9	76.2	74.4	Learn how to conduct my needs assessments
66.9	68.2	70.7	71.1	88.9	73.5	58.1	Understand the needs of populations such as children, Hispanics, the poor, the elderly

MetroP	WV	Central	Coastal	Gorge	East	South	Collection and Collection Management Training
48.9	57.2	37.6	45.8	66.6	74.2	68.8	Improve my ability to develop a collection that inspires greater use of the library
63	67.1	57.7	74.5	55.5	74.6	82.6	Acquire new skills to promote the collection
72.7	75	69.8	78	77.7	85	82.2	Learn about new materials, print and online, as they become available
56	64.7	44.2	57.6	66.6	78.8	77.7	Improve my collection weeding skills
31.6	40	25.8	32.2	33.3	64.6	42.2	Be able to catalog my library's collection
35.1	44.7	30.9	44	55.5	70.1	50	Know how to streamline cataloging practices and understand efficient alternatives
37.8	49.5	31.4	33.9	44.4	74.6	53.3	Learn about and be able to use the new cataloging standard, RDA (Resource Description and Access)
45.9	47.6	41.2	50	66.7	66.6	52.3	Understand the pros and cons of alternatives to the Dewey Decimal classification system
50	58.8	42.9	45.7	55.5	81.8	60	Learn about cataloging trends and new directions
MetroP	**WV**	**Central**	**Coastal**	**Gorge**	**East**	**South**	**Workplace Training**
65.9	75.6	69	66.7	77.4	68.2	86	Sharpen my time management skills
69	75.9	70.3	61.1	100	68.7	76.8	Be better able to function under stress
69.4	75.9	72.6	64.6	77.8	74.3	88.4	Sharpen my efficiency skills
57.7	68.7	65.5	61	77.7	66.7	86	Learn how to manage with less
63.5	69.6	61.9	57.7	88.9	59.1	76.7	Set priorities and learn how to stick with them
58.9	62.2	57.1	52.5	77.8	60	74.4	Improve my ability to cope with change
71.9	74.7	70.2	66.1	100	71.2	79	Sharpen my interpersonal skills with those inside my organization
68.8	78	71.1	64.5	88.9	69.1	81.4	Sharpen my team work skills
78.3	83.1	75	71.2	100	68.2	86	Sharpen my communication skills with my supervisors, co-workers, or those I supervise
72.4	80.2	72.3	69.5	67.7	75.8	83.8	Sharpen my communication skills with library users, library partners, and the community at large
MetroP	**WV**	**Central**	**Coastal**	**Gorge**	**East**	**South**	**Leadership Training**
71.2	79.3	72.6	66.1	66.6	67.7	72.1	Develop my leadership skills and abilities
54.6	63.4	59.1	55.9	55.5	69.2	70.5	Learn to hone a vision for my program or library that people can get behind
62.9	71.9	57.6	55.9	44.4	66.6	75	Improve my ability to work in a politically charged and financially tight climate
43.9	59.7	40.9	44	33.3	58.7	66.7	Improve my ability to budget for today's economy
50.2	60.2	46.4	45.7	33.3	57.8	62.8	Sharpen my ability to fashion service models that work in the changing technological environment
18.2	30.5	22.7	17	22.2	30.8	31.8	Learn how to plan and manage a library building project and fund-raising campaign
28.4	39.1	16.9	34.5	44.4	38.1	46.8	Learn how to design and implement a succession plan

MetroP	WV	Central	Coastal	Gorge	East	South	Management Training
41.5	59.7	34.6	40.4	44.4	49.2	54.7	Improve my ability to supervise through change
35.7	57.8	32.2	36.9	44.4	53.9	50	Learn to do a cost/benefit analysis
41.8	56.1	26.8	43.9	33.3	47.6	59.5	Learn to do a service plan or staffing plan for my area of responsibility
35.1	53.6	26.5	35.1	33.3	40.6	50	Learn to write core competencies for library staff
77.3	81.7	69.9	69.6	55.6	64.1	74.5	Sharpen my ability to have difficult conversations in the course of my work
54.8	63.9	45.8	56.2	33.3	68.3	60.5	Be able to assess and decide between different technology-related options
50.5	63.4	38.1	52.6	33.3	60.9	59.1	Be able to plan for technology
46.7	61.8	46.9	40.4	44.4	47.6	71.5	Understand best practices and improve my skills in personnel management
MetroP	**WV**	**Central**	**Coastal**	**Gorge**	**East**	**South**	**Advocacy**
42	58.5	47.6	50	37.5	66.1	67.5	Be better able to make the case to the public and local officials for the value of the library
38	54.9	45.2	50	37.5	61.5	59.6	Be better able to make the case to the public and local officials for funding of the library
47.2	65	53.6	36.2	57.2	67.7	68.2	Be better able to make the case for the value of the library in student achievement
52.2	73.4	57.2	58.6	75	73.8	70.7	Be better able to make the case for the value of information literacy
38.8	53.4	50.6	43.1	62.5	67.2	65	Be better able to make the case to students for the importance of print resources
38	61	39.3	43.1	37.5	46.2	48.7	Be better able to make the case to local officials for hiring and paying skilled library staff
20.8	35.8	28.3	15.5	37.5	31.3	34.2	Be better able to make the case for building a library
38.9	55.4	40	39.6	37.5	50	61	Be better able to write winning grants and proposals

FIGURE 7 – (Figure 6 is in the text of the report.) This figure shows the percentage of rural respondents who found each training need in the Rural Package of Training Needs important or extremely important. The trainings are in their taxonomy categories and then in descending order by percentage of respondents who found these training needs important or very important.

FIG 7 – Page 1 of 2

EXHIBIT A: FIGURE 7- Rural Package Training Needs: The Fundamentals, (Figure 6 is in the text of the Report)	**Percentage of Respondents**
Sharpen my online reference skill	77.6
Know and be able to use on line databases	77.4
Learn the basics of reference service and be able to stay current in reference	67.8
Learn how to network with people in my region	56.5
Learn how to set priorities for service within available resources	54.5
Learn how to weed the collection	53.6
Understand the basic skill sets required of staff and volunteers in a small rural library	52
Learn where to find training for library staff and volunteers	50.4
Learn basic collection development concepts and practices for public libraries	49.6
Be able to make the case for the library and its funding with local officials and the public	46.8
Sharpen my skills in recruiting and retaining committed volunteers	46.4
Understand best practices in basic services and operations of a public or school library	45.6
Understand and be able to apply basic library concepts	42.1
Learn where to look for funding for the library	42
Learn basic budgeting methods	38.2
Learn basic collection development concepts and practices for school libraries	22.2
Rural Technology Training Needs	
Be able to trouble shoot computer hardware and do basic maintenance and repair	60.7
Understand how to outfit and maintain technology for the small library	49.3
Understand how to package electronic media and devices for circulation and security	44.1
Understand how to install and use WI-FI	44.6
Understand copyright rules pertaining to electronic resources	60.9
Understand electronic filtering issues and products and be able to evaluate them	43.8
Rural Collection and Collection Management Training Needs	
Understand best practices for deciding what collections to buy for the public, students, and teachers	40.2
Learn how to allocated funding for collection development including electronic and audiovisual formats	50.4
Know about cataloging options and trends and be able to apply them to my situation	40.2
Know about and learn how to evaluate affordable cataloging options for small libraries	49.6
Learn cataloging basics including by format and be able to stay current in cataloging methods	51.9
Learn advanced cataloging	39.3
Understand options for digitizing archival records	46
Rural Service Training Needs	

Understand information literacy in a web-based environment	66.1
Know how to motivate kids to read	62.7
Learn how to merchandize and make displays that increase use of the library	57.1
Understand best practices for serving sectors of my community such as seniors and homeschoolers	53.1
Understand what is entailed in providing intermediate-level services	48.8
Know how to teach technology to kids and families	47.2
Know how to teach kids to use electronic resources	46.7
Know how to set up a computer lab for kids	37.6
Youth Services and School Training Needs	
Learn best practices for maximizing use of the library by students and teachers	58.1
Learn best practices in teaching kids effective research	49.1
Learn best practices in public library service to school-aged children and teachers	48.8
Learn how to work effectively with educators and parents	48.4
Learn how to coordinate my library program with teachers' curricula	41.5
Learn best practices in working with teachers to integrate library use with learning	41.1
Learn how to access the local school system catalog and resources	31.5
Learn tips and techniques for evaluating course material	30.1
Rural Management Training Needs	
Sharpen my skills in assessing the needs of my community	54.5
Learn methods for choosing the best product from among competing products	46.3
Learn tools and tips for managing staff time and resources according to service priorities	42.7
Learn how to analyze the cost-to-benefit of services, operations, and products	39.9
Learn how to plan a rural library building project and make the case for it	22

FIGURE 9 – (Figure 8 is in the text of the report.) This figure shows those training needs that a significant percentage of rural respondents indicated did not apply to them. These are training needs in the Rural Package of Training Needs. Note that in nearly all cases, a significant number of respondents also found these training needs important or very important.

EXHIBIT A: FIGURE 9 - Rural Library Training Needs (Figure 8 is in the Report text) **Important+ vs. "A Training Need That Does Not Apply to Me"**	**% Important+**	**% "DNA" to me**
Learn where to find training for library staff and volunteers	50.4	**32.8**
Be able to make the case for the library and its funding with local officials and the public	46.8	**40.5**
Sharpen my skills in recruiting and retaining committed volunteers	46.4	**36**
Learn basic budgeting methods	38.2	**40.7**
Learn where to look for funding for the library	42	**45.2**
Understand how to outfit and maintain technology for the small library	49.3	**34.4**
Understand how to package electronic media and devices for circulation and security	44.1	**34.6**
Understand how to install and use WI-FI	44.6	**32.3**
Understand electronic filtering issues and products and be able to evaluate them	43.8	**35.9**
Understand and be able to evaluate ILS options for my library	40.2	**38.6**
Understand best practices for deciding what collections to buy for the public, students, and teachers	40.2	**37**
Learn how to allocated funding for collection development including electronic and audiovisual formats	50.4	**43.4**
Know about cataloging options and trends and be able to apply them to my situation	40.2	**37.2**
Know about and learn how to evaluate affordable cataloging options for small libraries	49.6	**43.8**
Learn cataloging basics including by format and be able to stay current in cataloging methods	51.9	**36.2**
Learn advanced cataloging	39.3	**42.5**
Understand options for digitizing archival records	46	**38.1**
Know how to teach technology to kids and families	47.2	**31.9**
Know how to teach kids to use electronic resources	46.7	**34.7**
Know how to set up a computer lab for kids	37.6	**42.4**
Learn best practices in teaching kids effective research	49.1	**38.7**
Learn best practices in public library service to school-aged children and teachers	48.8	**39.2**
Learn how to work effectively with educators and parents	48.4	**35.5**
Learn how to coordinate my library program with teachers' curricula	41.5	**44.7**
Learn best practices in working with teachers to integrate library use with learning	41.1	**46**
Learn how to access the local school system catalog and resources	31.5	**48.4**
Sharpen my skills in assessing the needs of my community	54.5	**36.6**
Learn methods for choosing the best product from among competing products	46.3	**39**
Learn tools and tips for managing staff time and resources according to service priorities	42.7	**42.7**
Learn how to analyze the cost-to-benefit of services, operations, and products	39.9	**42.3**

FIGURE 10 - This figure is a numeric summary of respondents' very interested in formal continuing education, such as paraprofessional certification, a paraprofessional college degree, ALA-accredited librarian certification, or a master's degree in library science. The figure shows the number of respondents who said they were very interested as well as the number who were very interested if the formal continue education resulted in higher compensation. The numeric summary is arranged by region.

EXHIBIT A: FIGURE 10
Number of Respondents by Region Very Interested in formal Continuing Education, page 1 of 1

Region	Para professional certification	+ $	Para professional degree	+ $	ALA Librarian Certification	+ $	MLS
Central	12	20	8	18	9	9	3
Coastal	5	15	3	9	7	5	3
CRGorge	1	1	1	1	0	2	0
Eastern	13	11	9	12	9	10	8
MetroPortland	28	38	25	19	26	25	32
Southern	4	9	3	8	1	7	3
Willamette Valley	9	14	9	14	13	15	9
Totals	**72**	**108**	**58**	**77**	**65**	**73**	**58**

Continuing Education for Oregon Library Personnel: Needs Assessment Report and Proposed Model

Exhibit B: Survey Charts

Ruth Metz Associates
for Portland Community College

October 11, 2010

This project is supported in part by the Institute of Museum and Library Services through the federal Library Services and Technology Act, Administered by the Oregon State Library.

Preface

The following charts illustrate the results of two online surveys that were conducted for the LSTA project, Continuing Education for Oregon Library Personnel. The surveys were parts of a needs assessment that was undertaken in the spring and summer of 2010 by Ruth Metz Associates, Portland, Oregon. Both surveys were administered online.

The first survey, *Library Personnel Survey*, collected data about the respondents: type of library affiliation, county and regional affiliation, job category, educational level, and years employed in libraries. It also collected data on the training and continuing education needs of the Oregon library workforce, using a taxonomy developed by the consultant from 29 regional, face-to-face focus groups. It collected data about training delivery mode preferences and technology readiness of respondents. Finally, the survey collected data about training practices now and future training prospects, including respondents' willingness to pay for training, and their interest in certification and formal education.

The second survey, *Directors' Survey: Paraprofessional Certification*, collected data from Oregon library directors about their institution's level of interest in ALA-accredited certification of support staff. In particular, the survey asked respondents in what ways their institutions would support their employees in their pursuit of an ALA-accredited paraprofessional certificate. The survey also asked respondents if certification would be an advantage to the employee in hiring, advancement, or in compensation.

The findings and conclusions from both surveys are narrated in the project report, *Continuing Education for Oregon Library Personnel: Needs Assessment Report and Proposed Model*, of which this Exhibit is a part.

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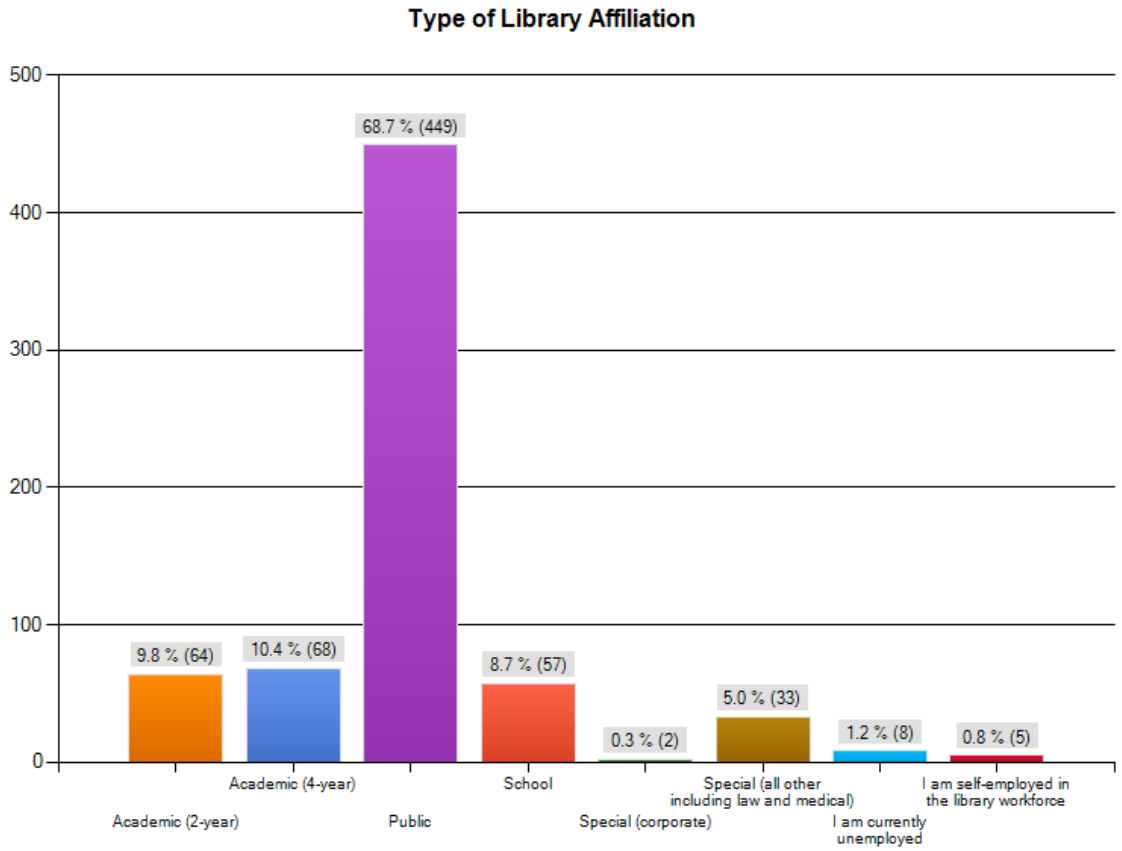
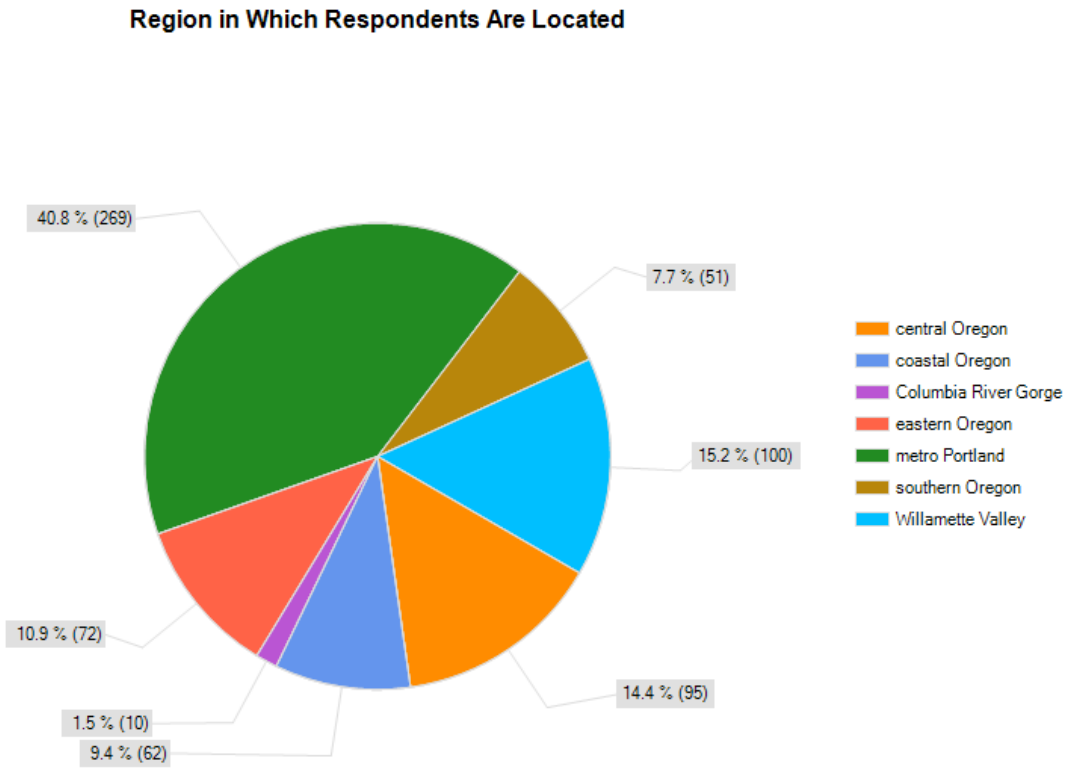
Library Personnel Study

Type of Library



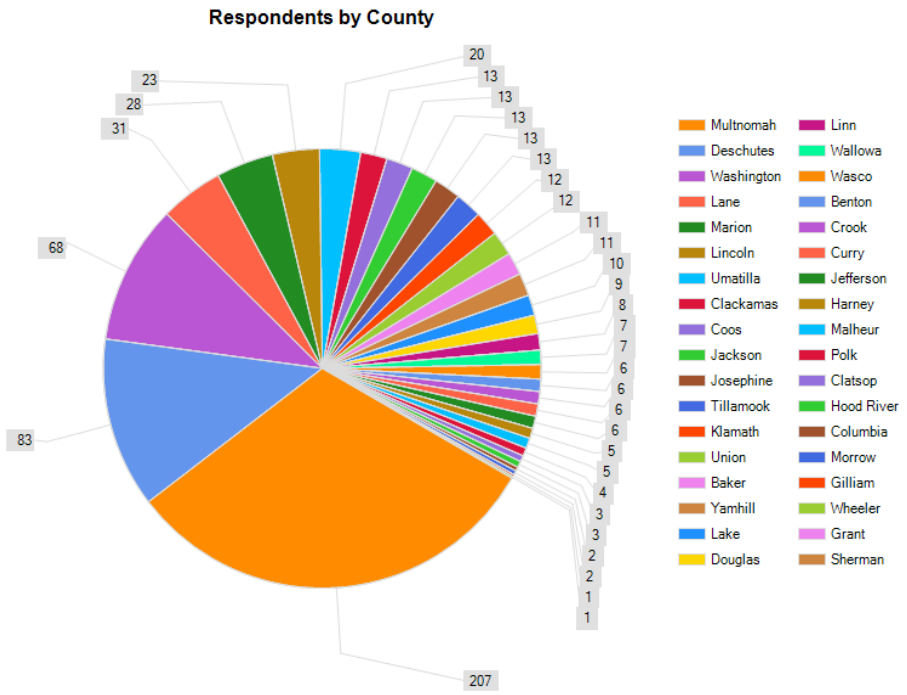
Library Personnel Study

Region in Which Repsondents are Located



Library Personnel Study

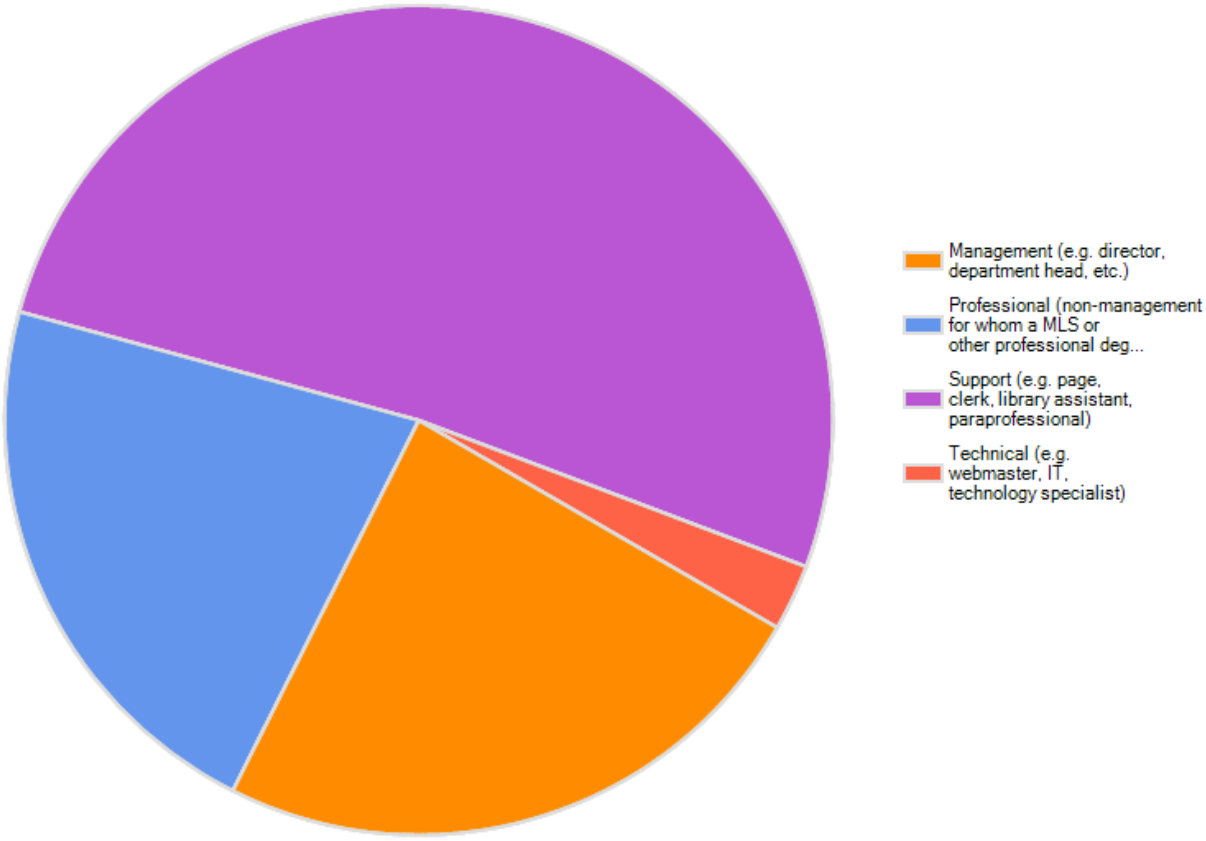
Respondents by County



Library Personnel Study

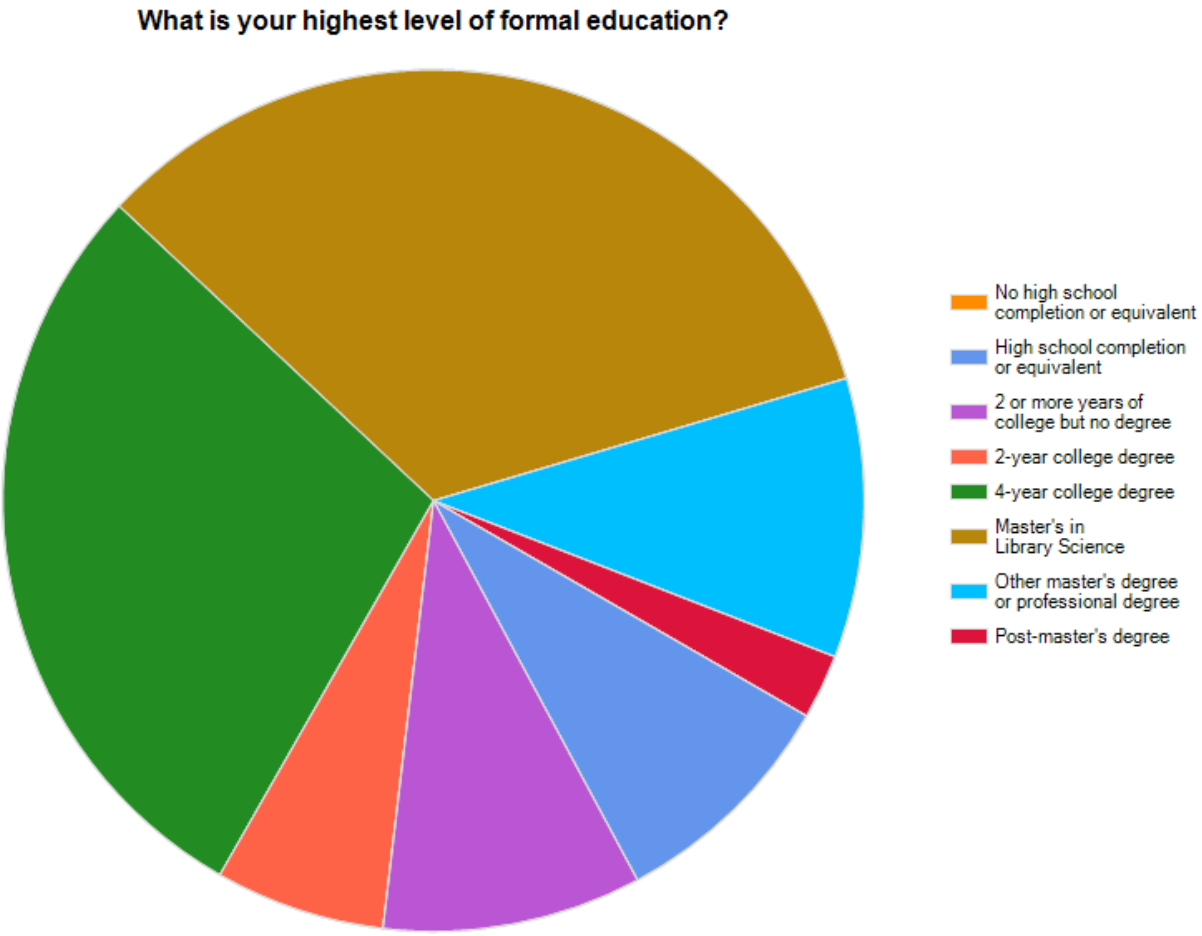
Job Category

What category of job do you hold? (If unemployed, choose the category that best describes the job type you are seeking)



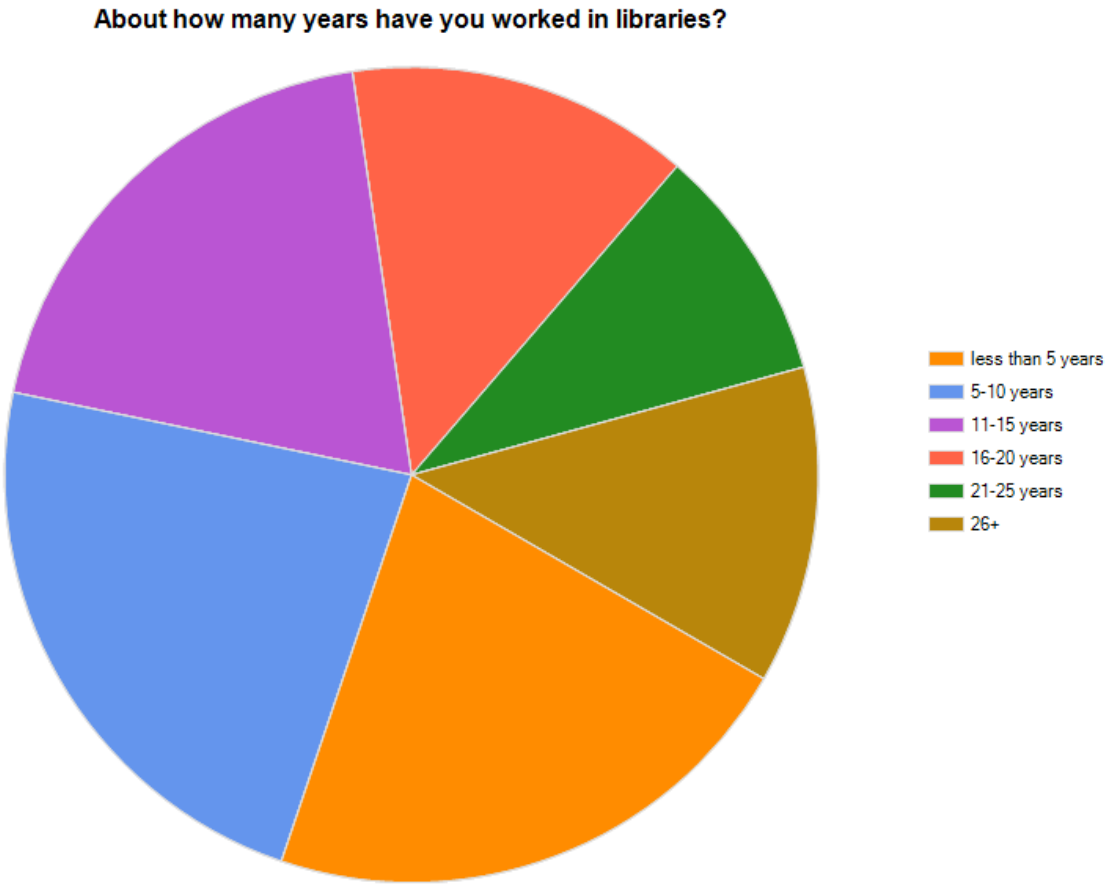
Library Personnel Study

Highest Level of Formal Education



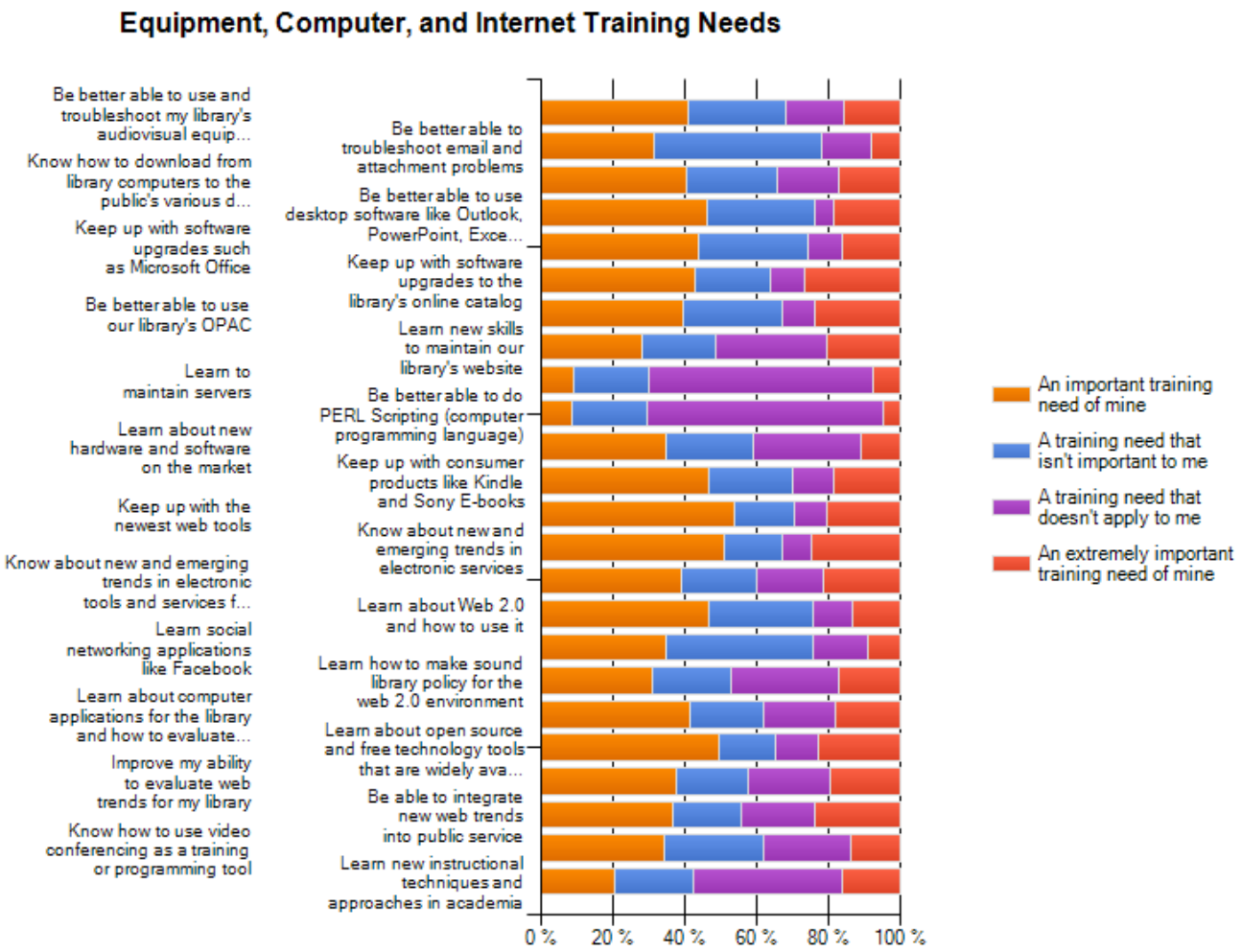
Library Personnel Study

Number of Years Worked in Libraries

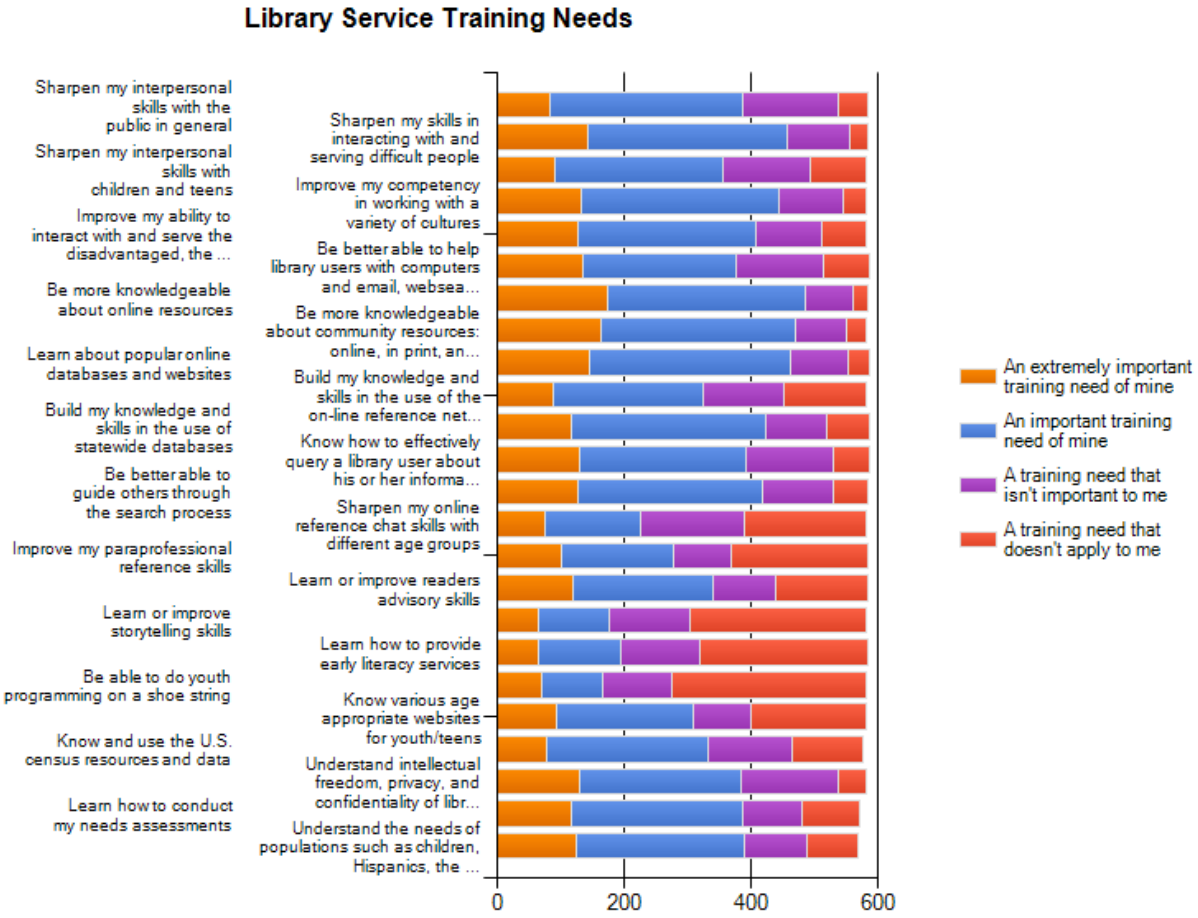


Library Personnel Study

Equipment, Computer and Internet Training Needs



Library Service Training Needs



Library Personnel Study

Collection and Collection Management Training Needs

Library Personnel Study

Workplace Training Needs

Library Personnel Study

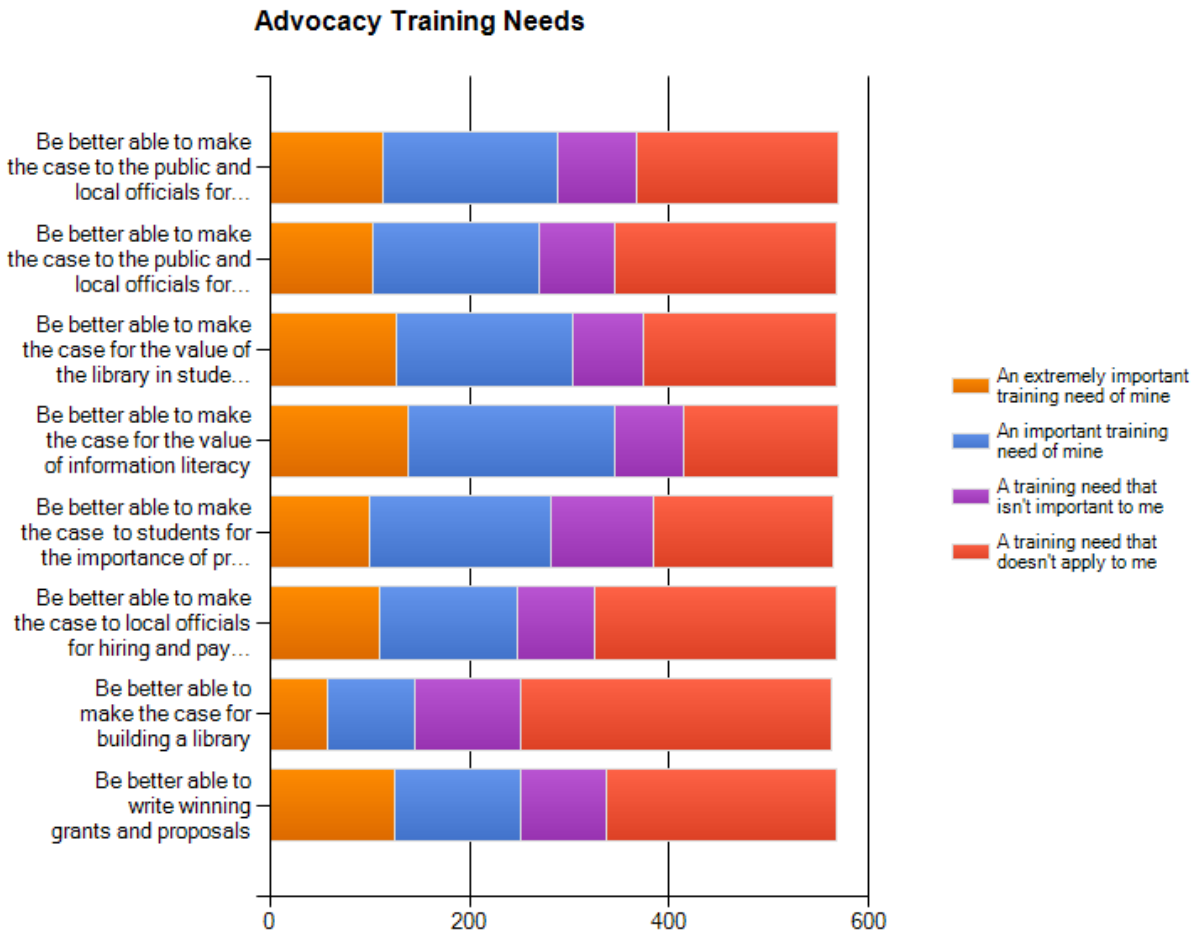
Leadership Training Needs

Library Personnel Study

Management Training Needs

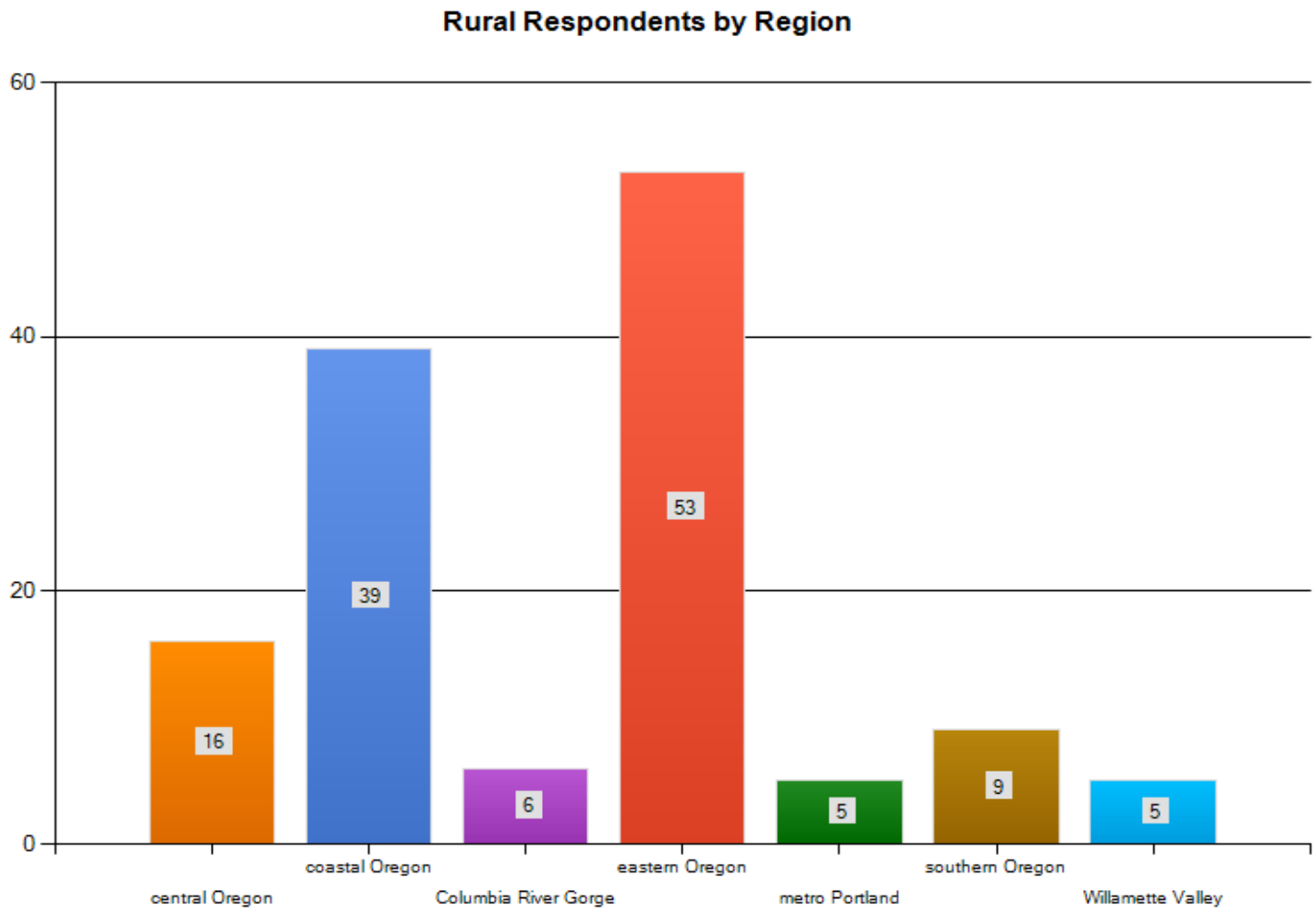
Library Personnel Study

Advocacy Training Needs



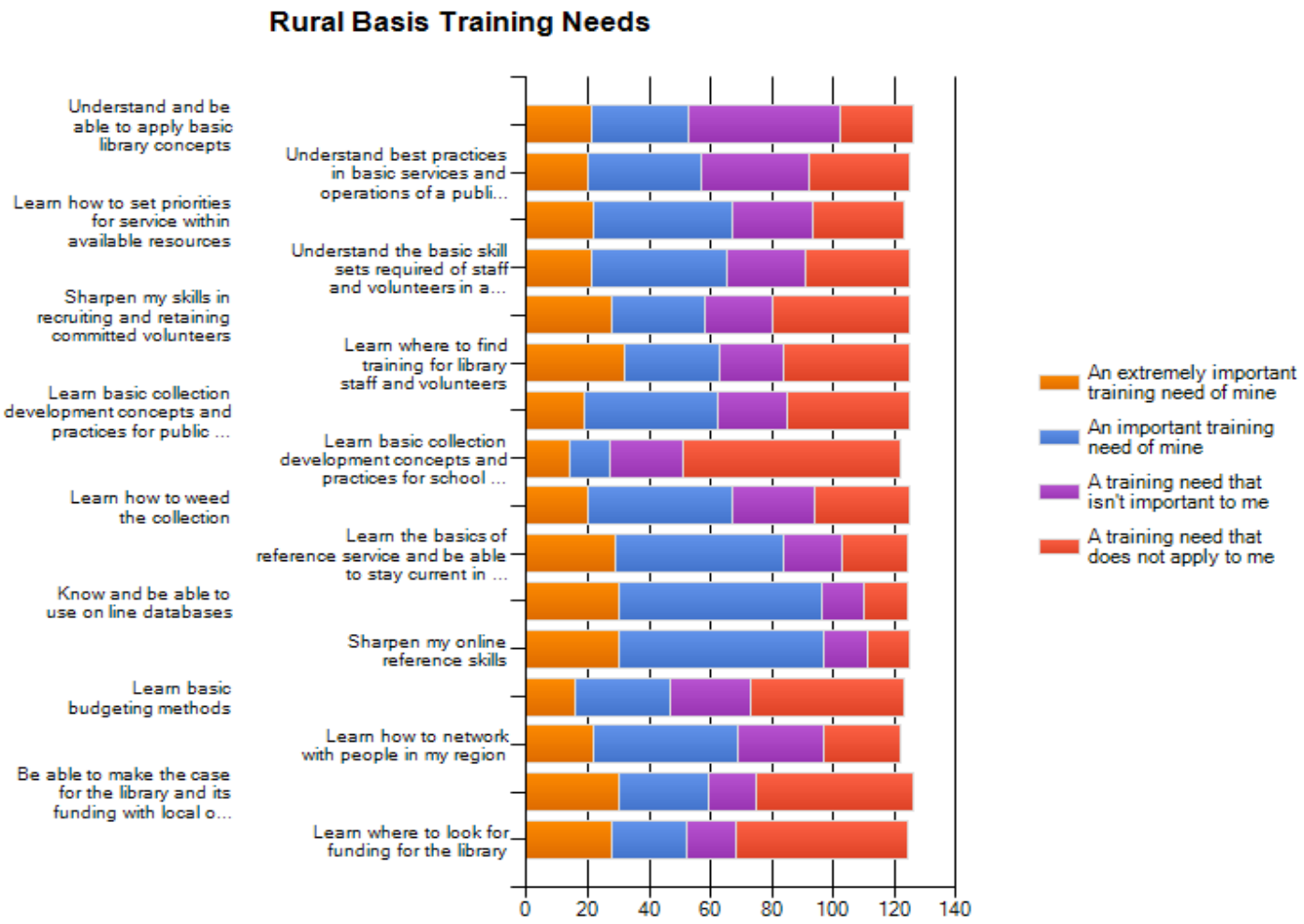
Library Personnel Study

Rural Respondents by Region



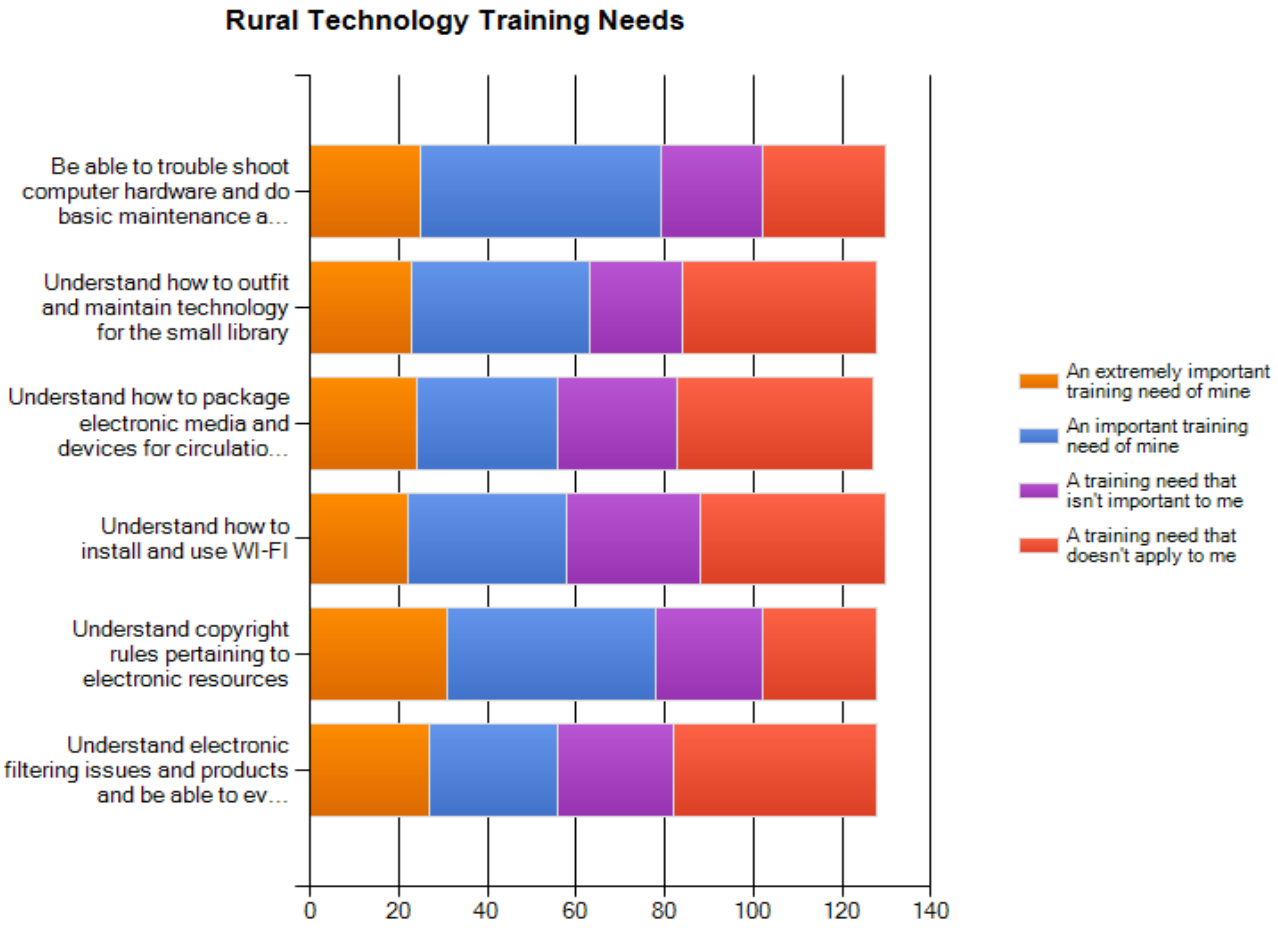
Library Personnel Study

Rural Basis Training Needs



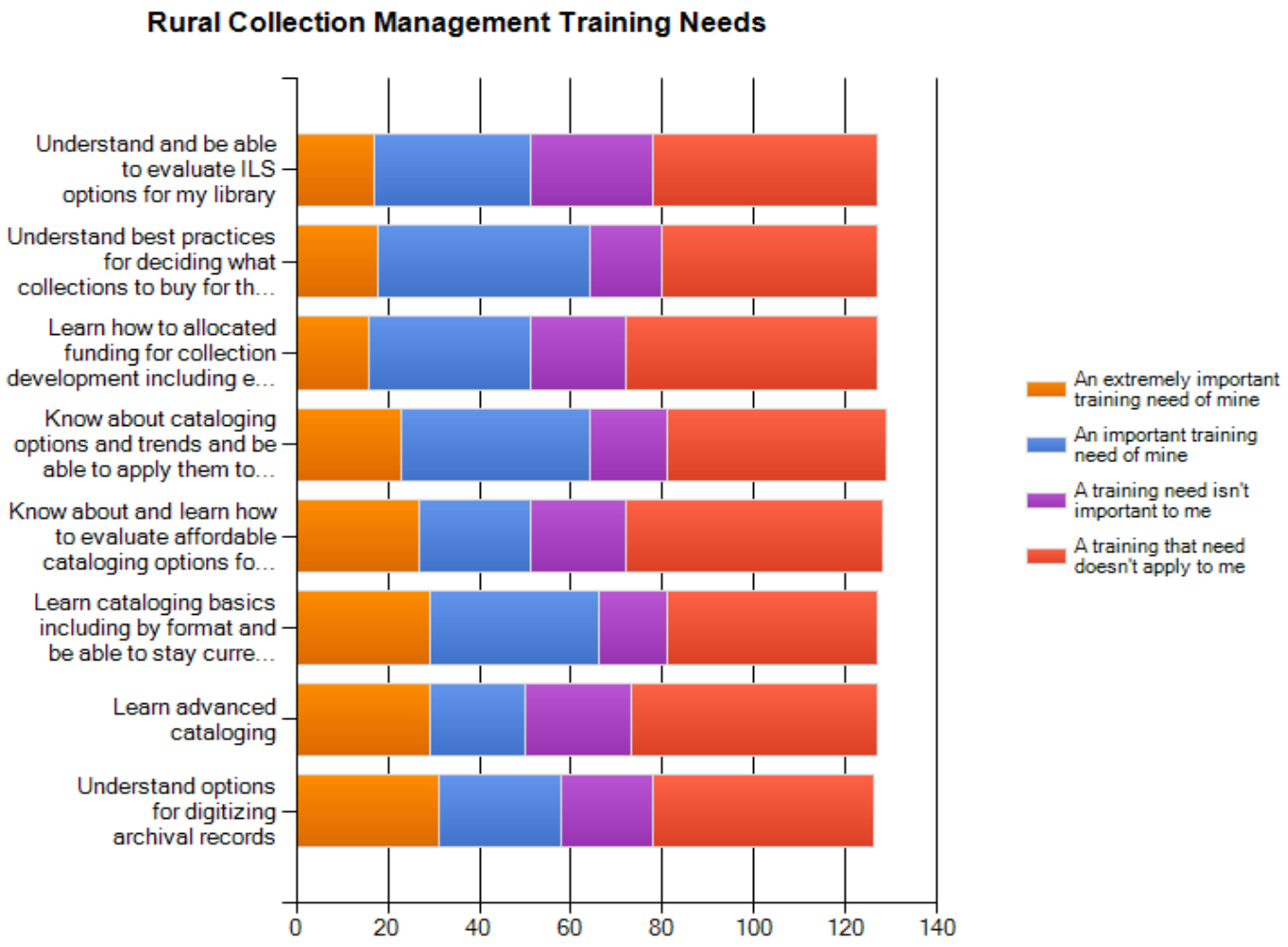
Library Personnel Study

Rural Technology Training Needs



Library Personnel Study

Rural Collection Management Training Needs

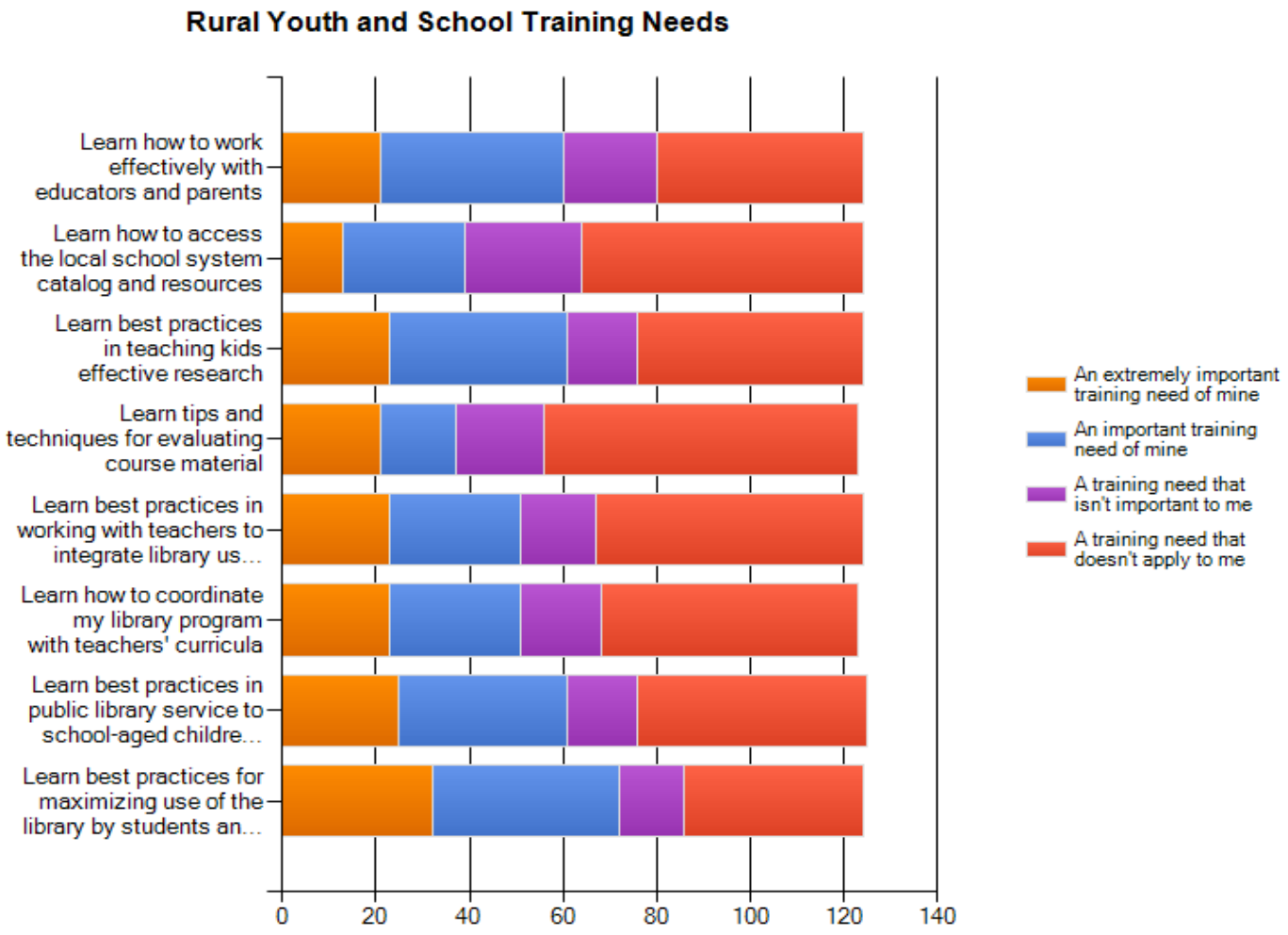


Library Personnel Study

Rural Service Training Needs

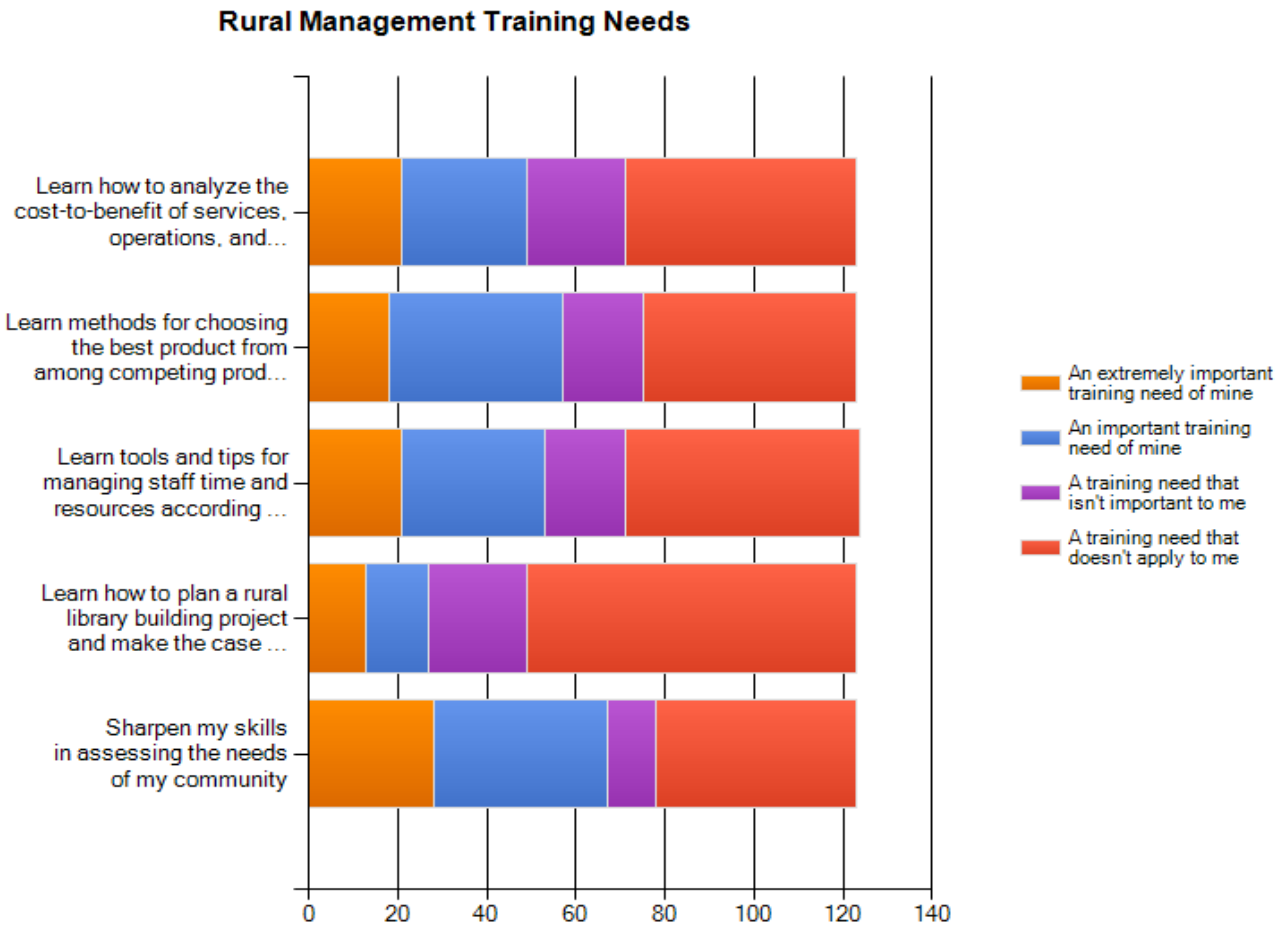
Library Personnel Study

Rural Youth and School Training Needs



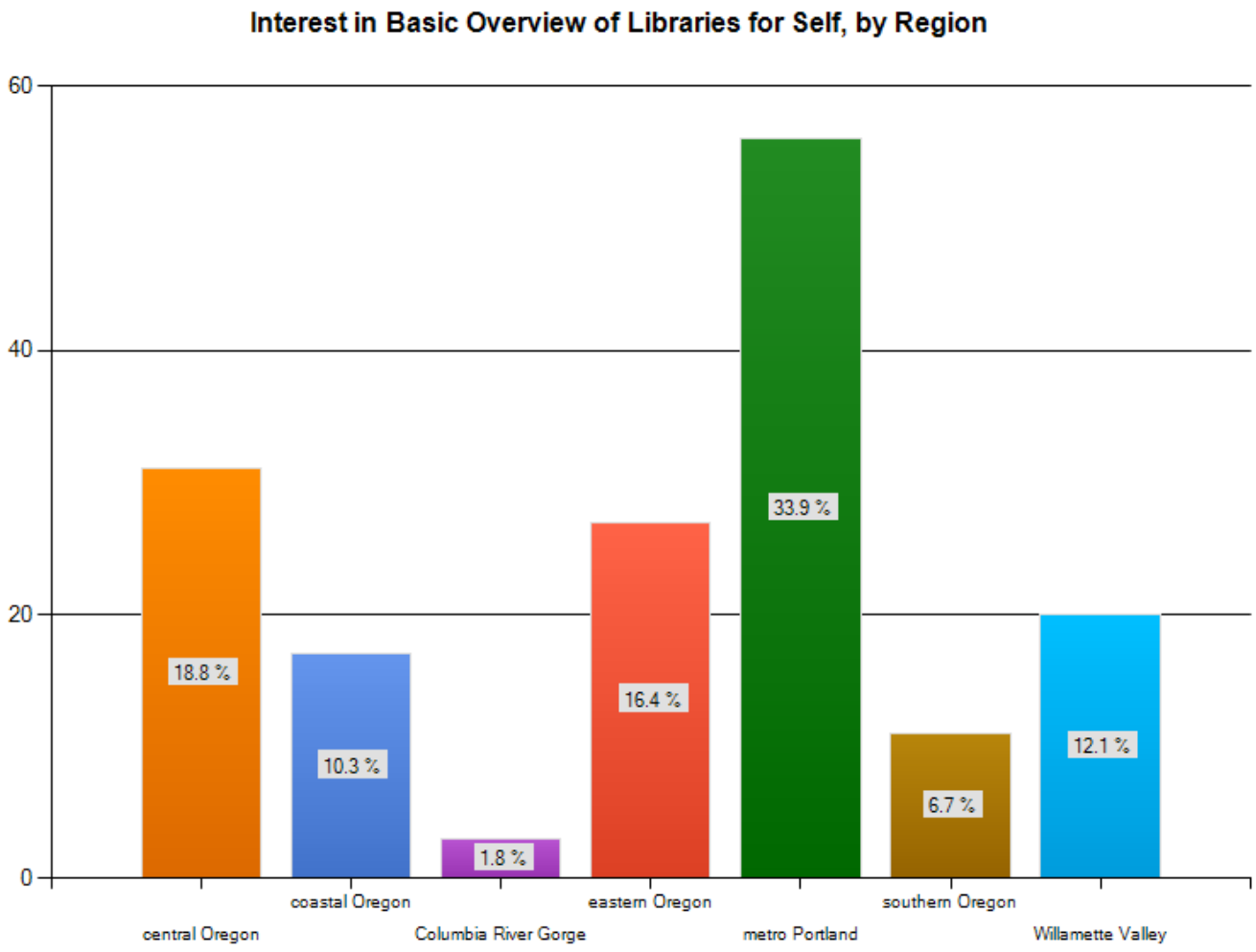
Library Personnel Study

Rural Management Training Needs



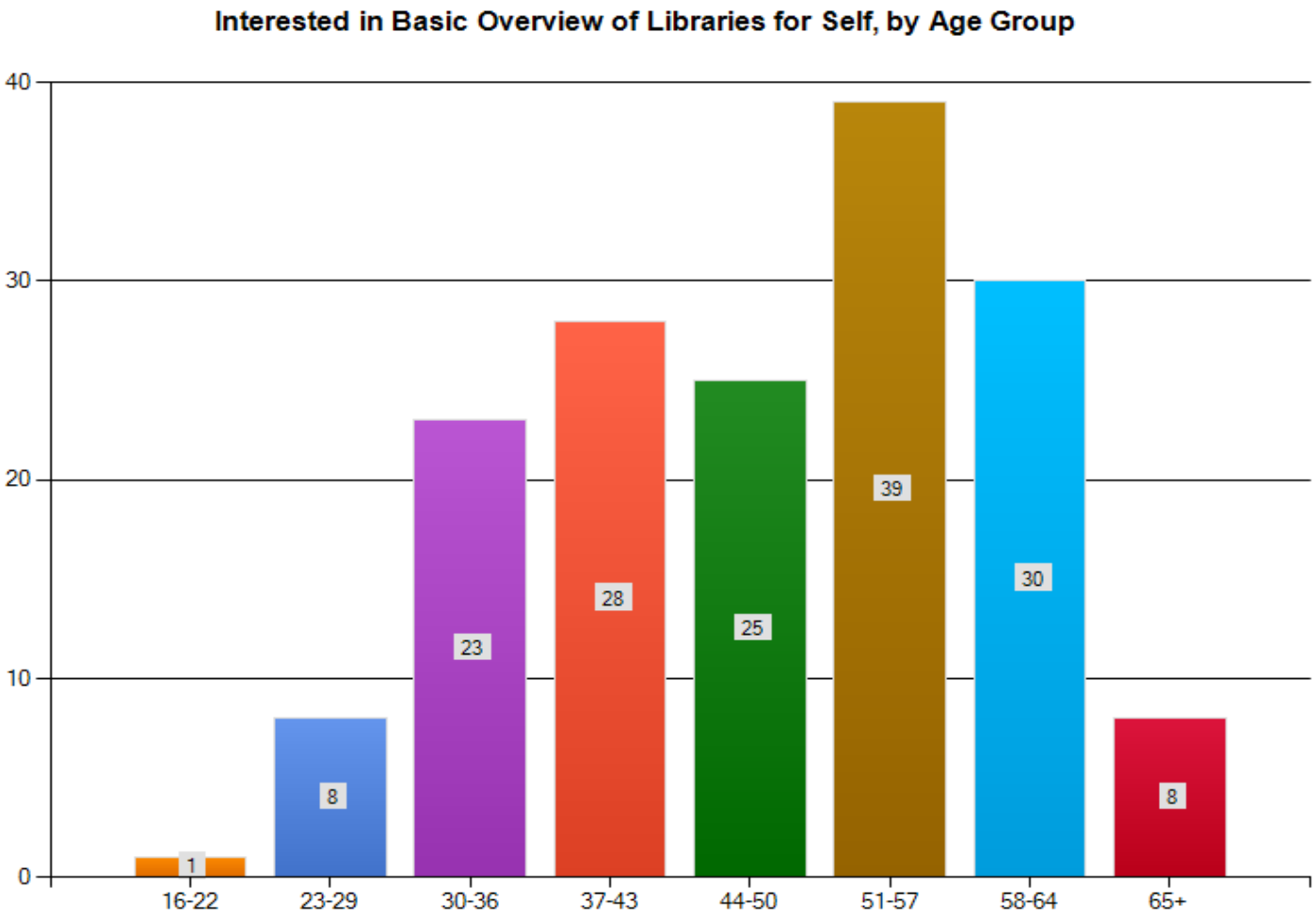
Library Personnel Study

Interest in Basic Overview of Libraries for Self, by Region



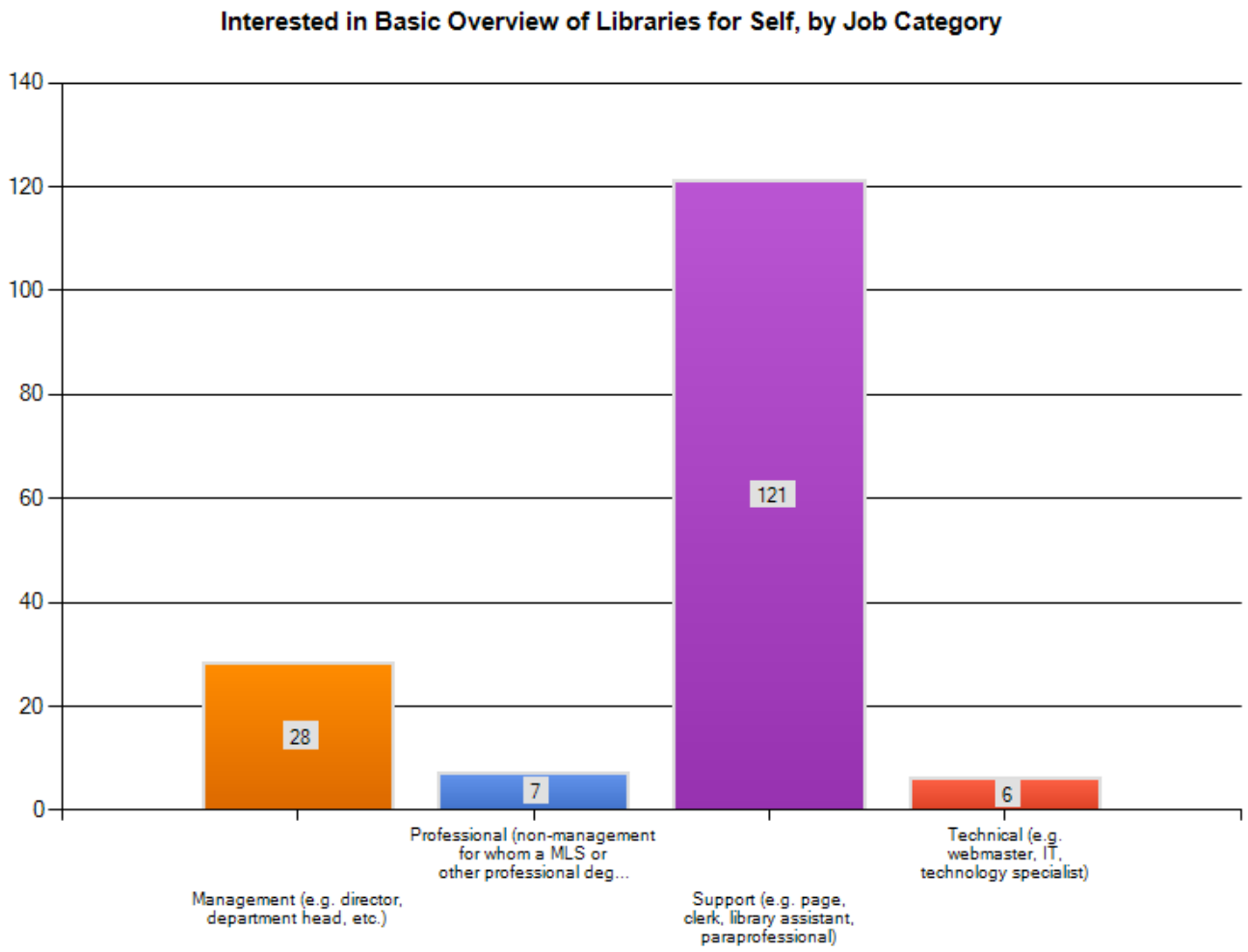
Library Personnel Study

Interest in Basic Overview of Libraries for Self, by Age Group



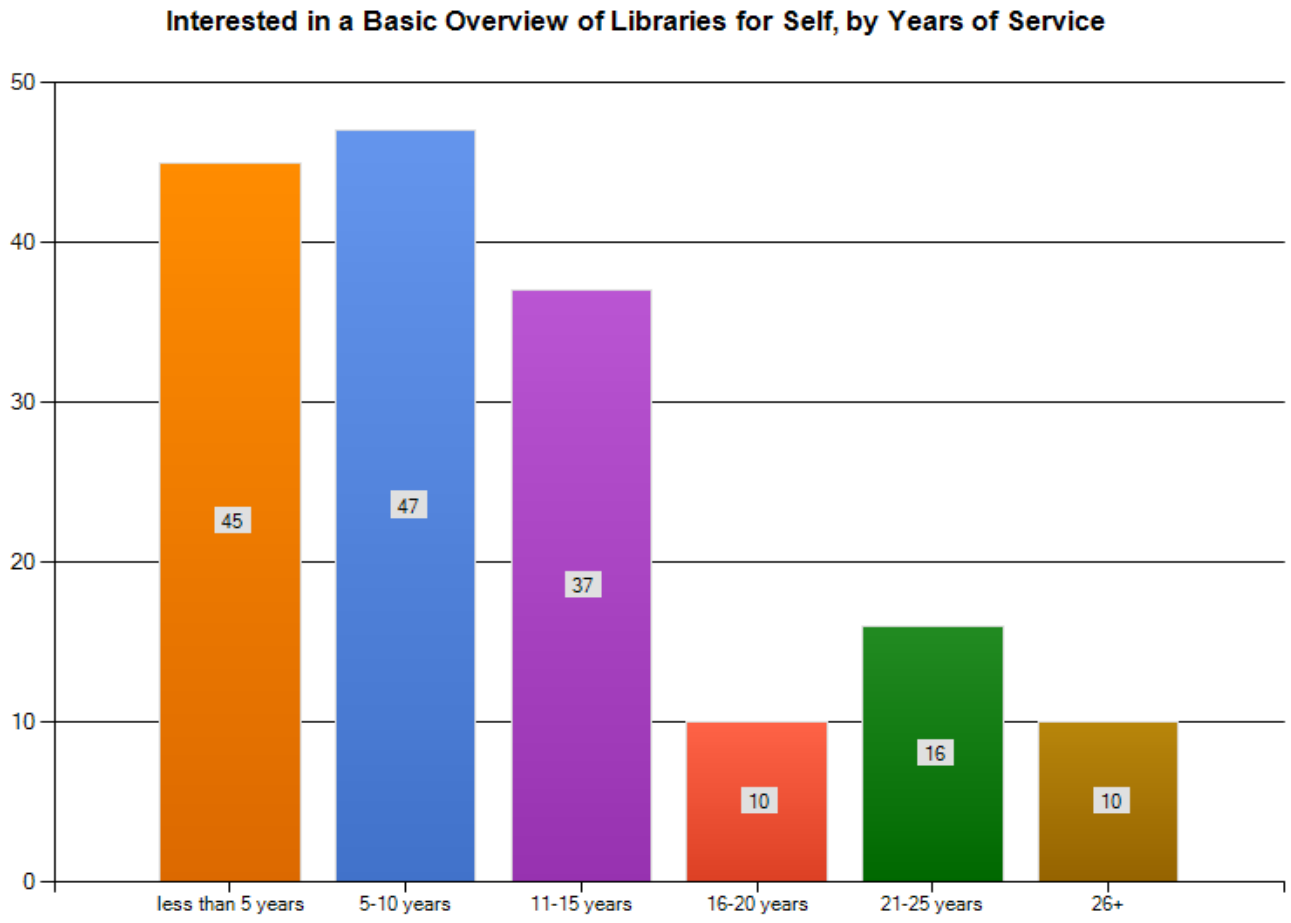
Library Personnel Study

Interest in Basic Overview of Libraries for Self, by Job Category



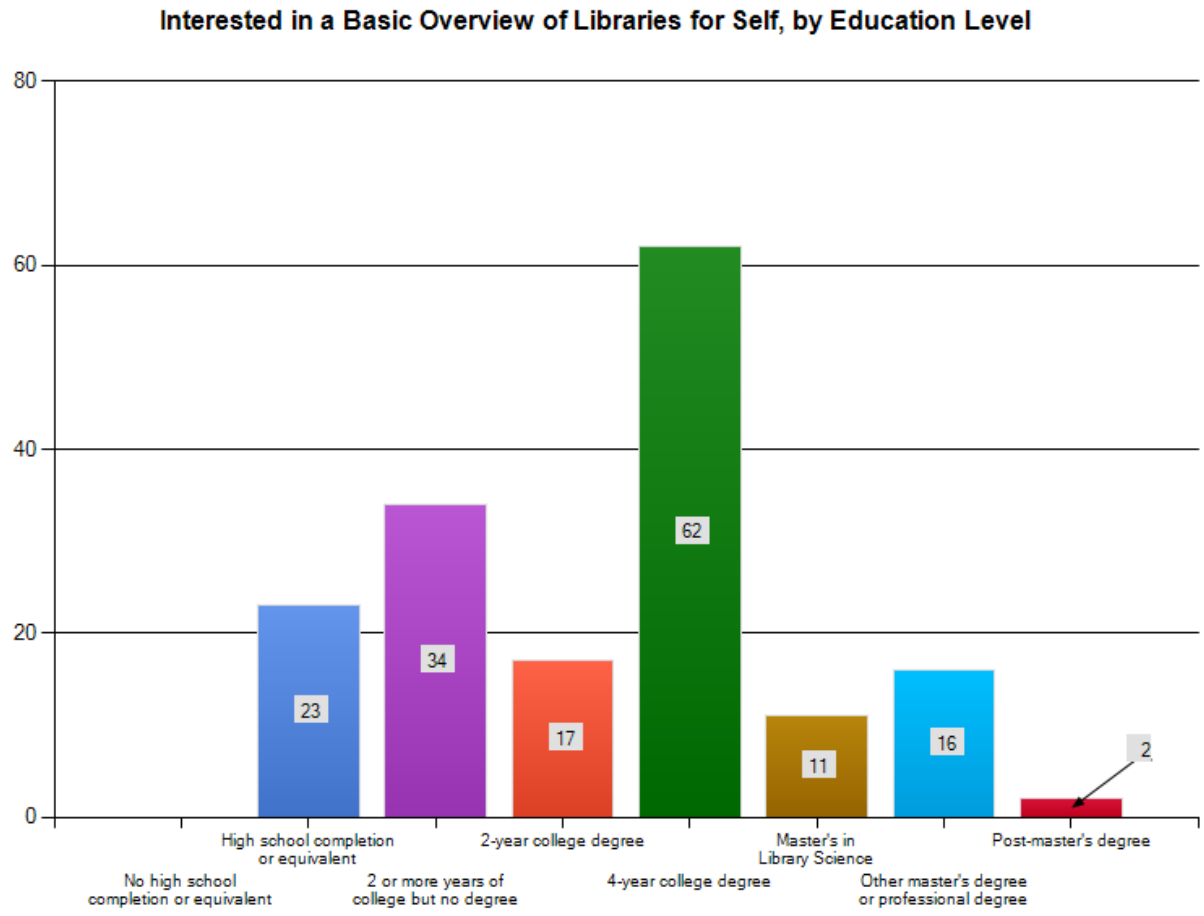
Library Personnel Study

Interest in Basic Overview of Libraries for Self, by Years of Service



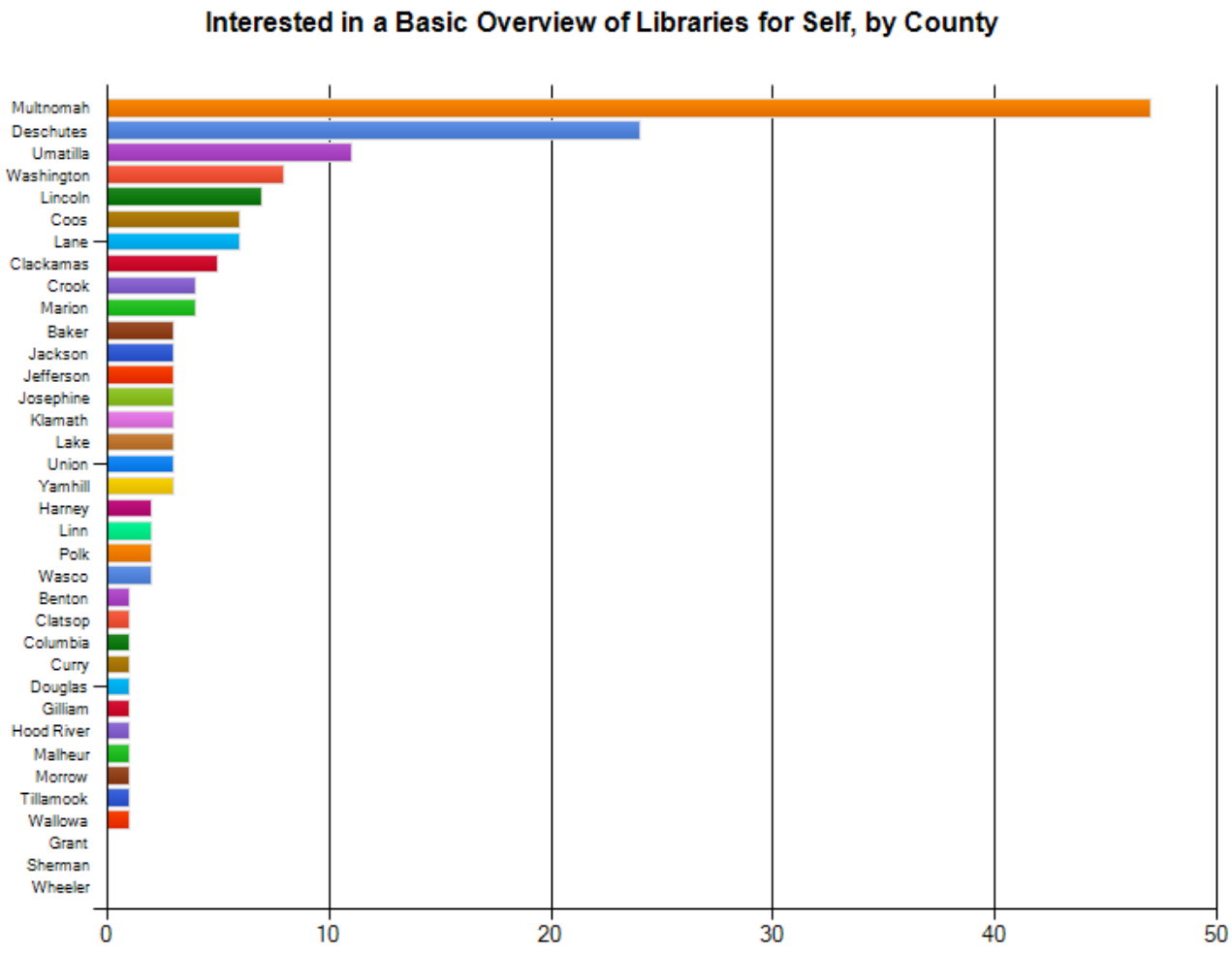
Library Personnel Study

Interest in Basic Overview of Libraries for Self, by Education Level



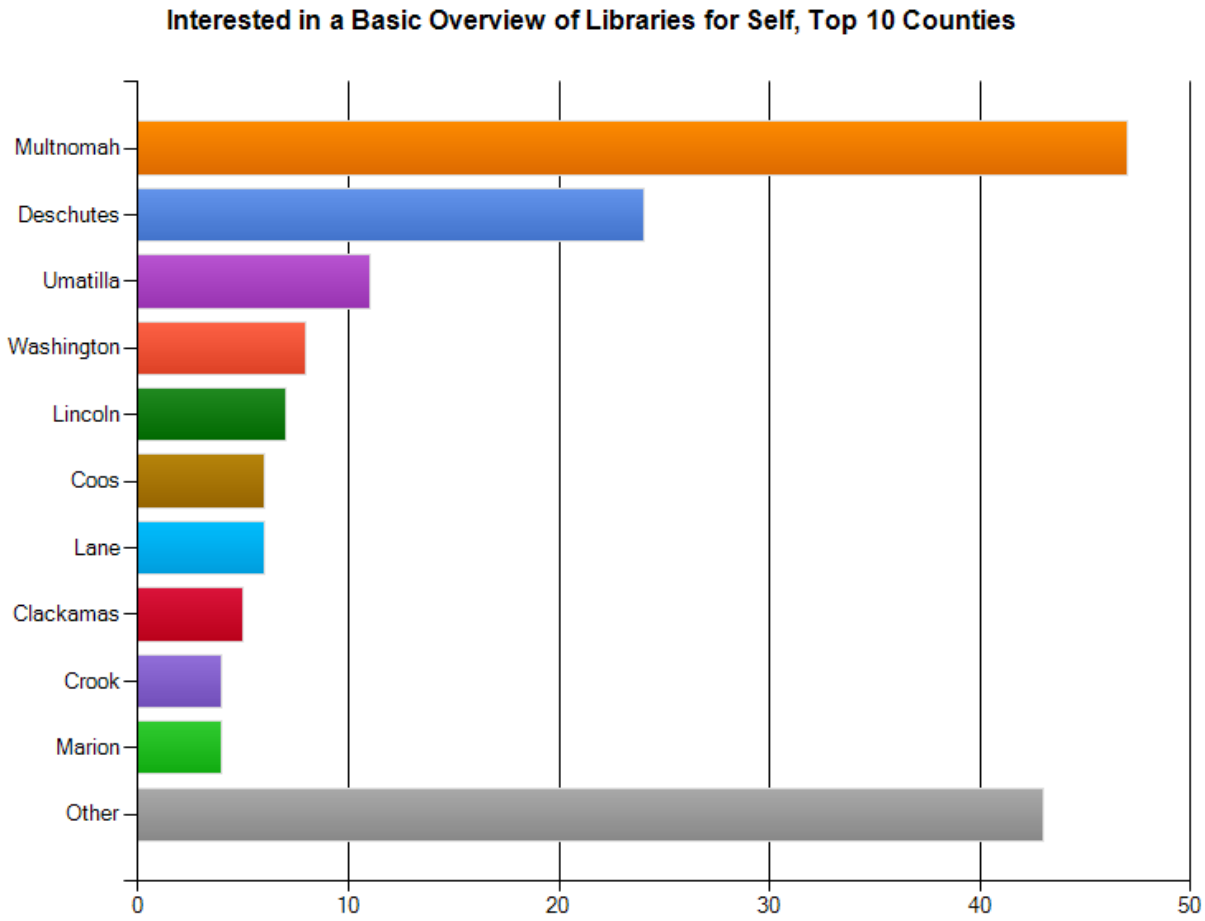
Library Personnel Study

Interest in Basic Overview of Libraries for Self, by County



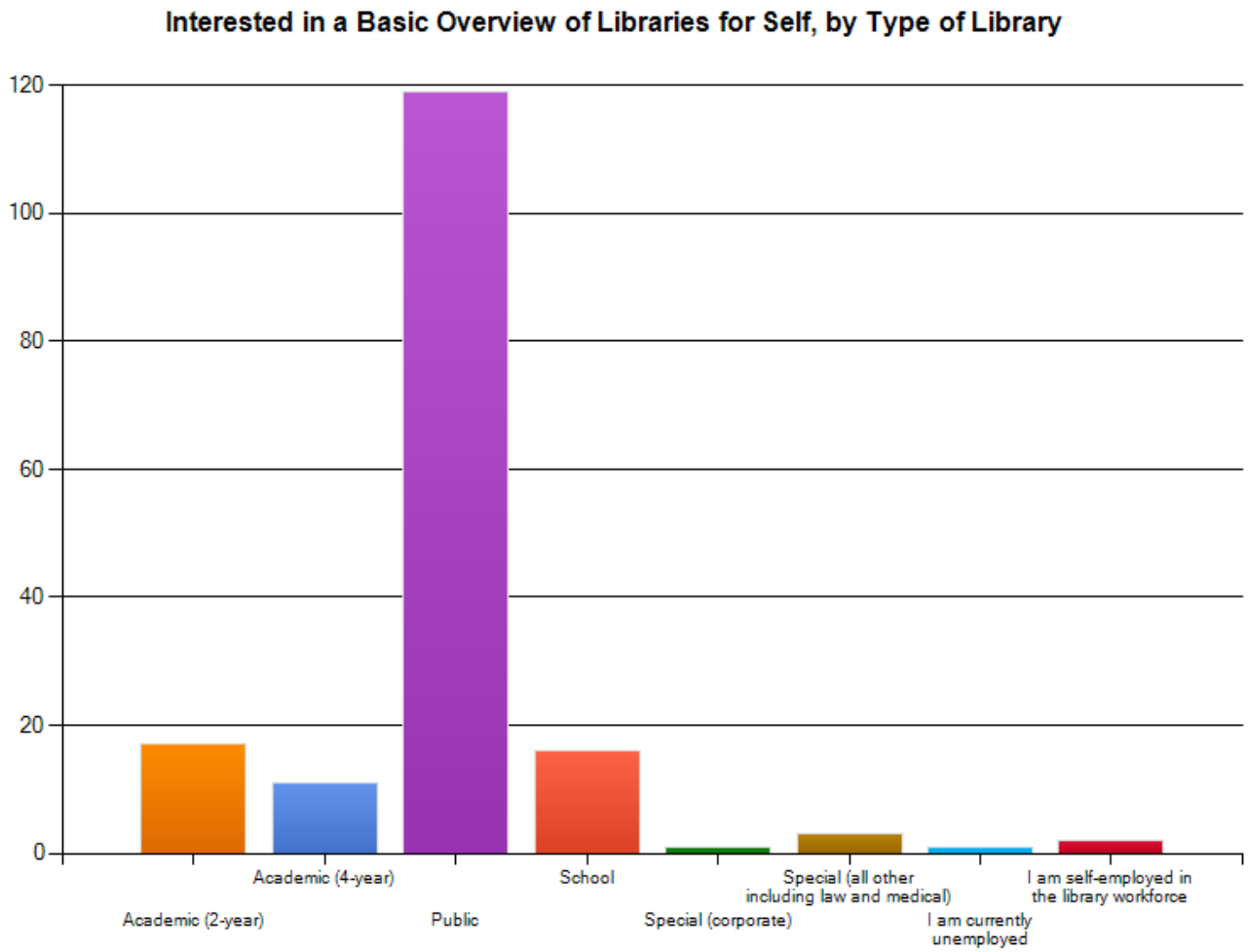
Library Personnel Study

Interest in Basic Overview of Libraries for Self, Top Ten Counties



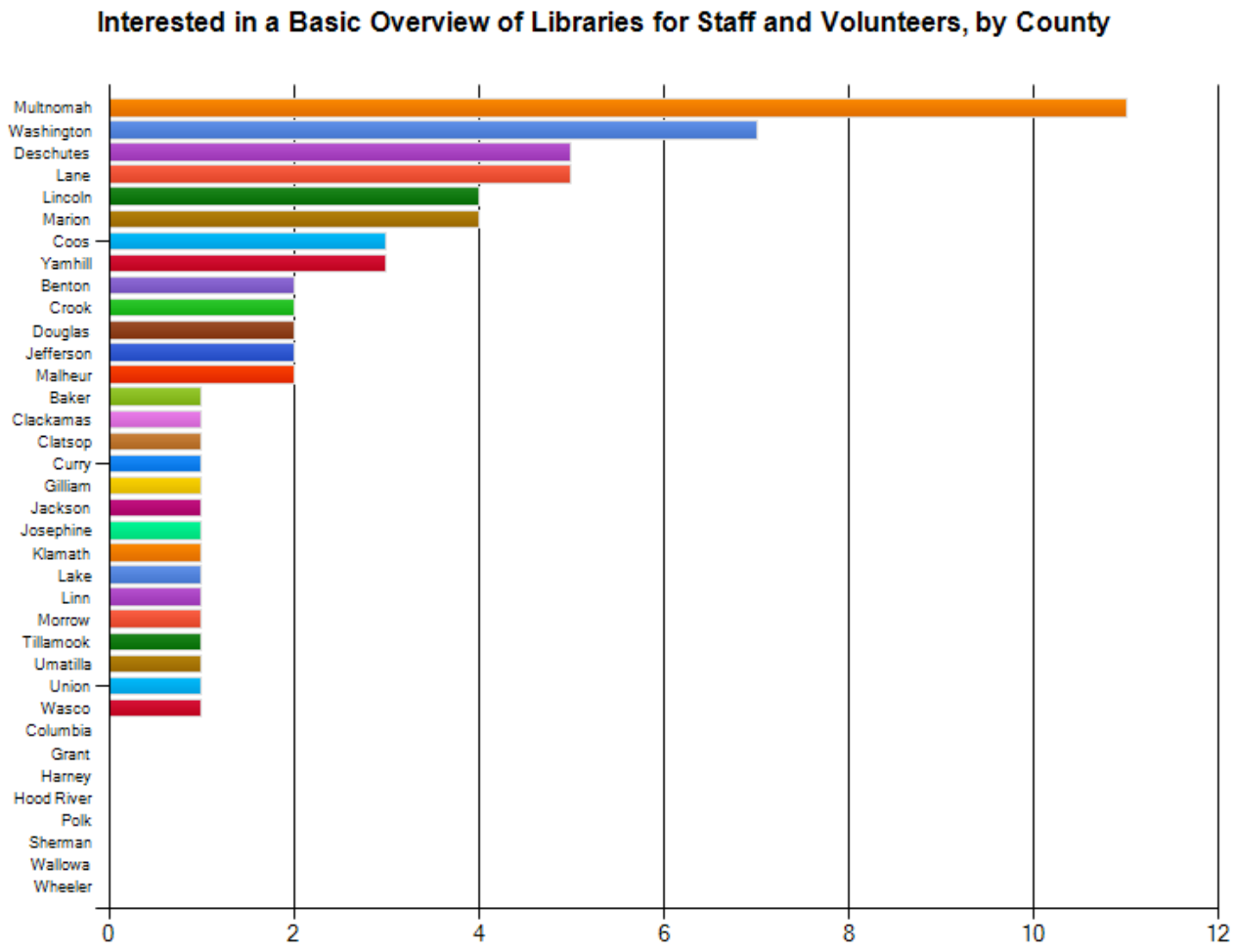
Library Personnel Study

Interest in Basic Overview of Libraries for Self, by Type of Library



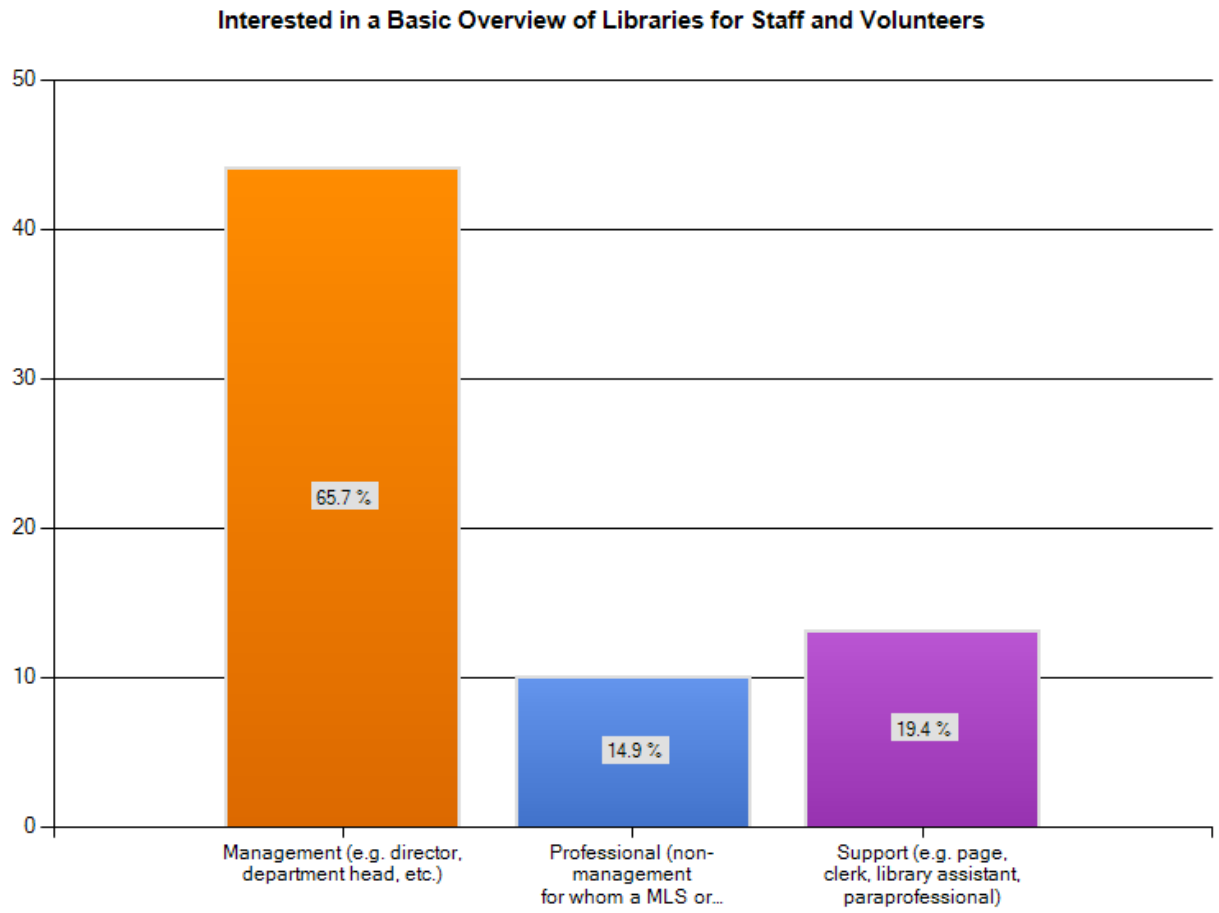
Library Personnel Study

Interest in Basic Overview of Libraries for Staff and Volunteers, by County



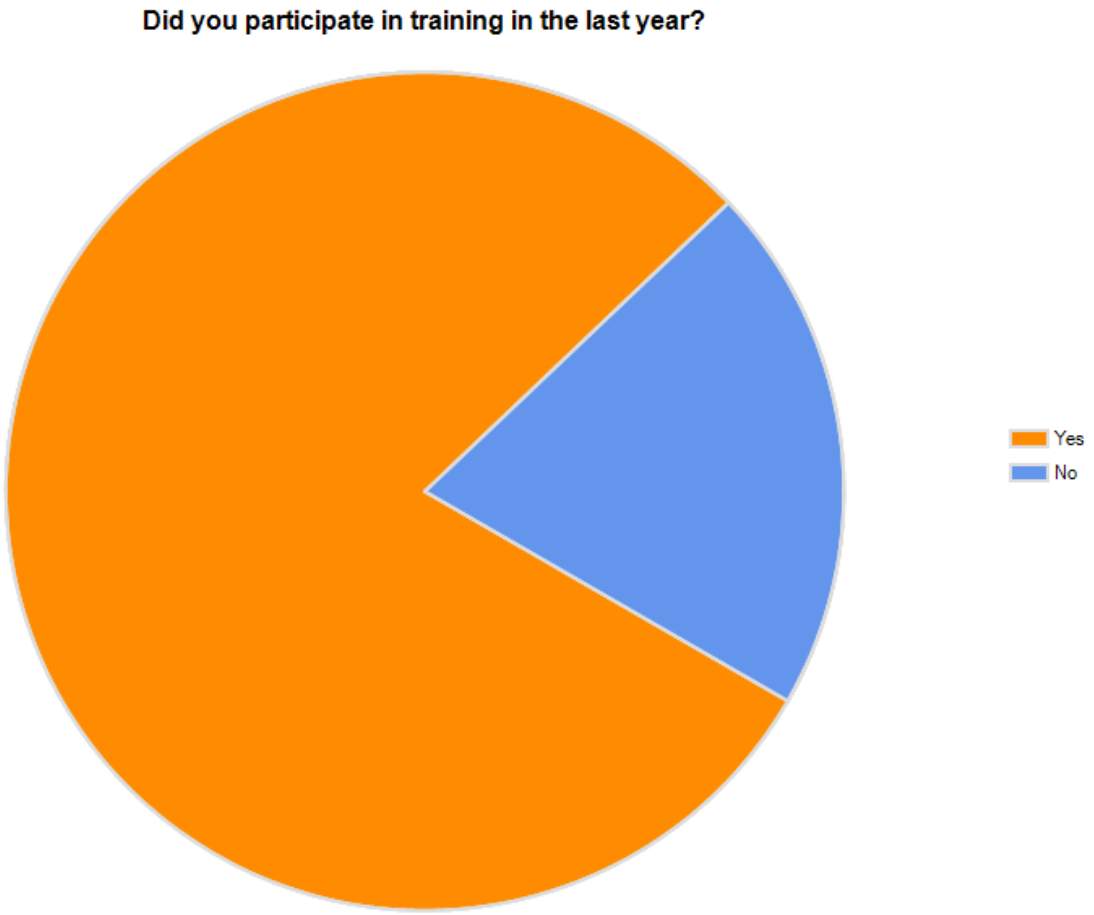
Library Personnel Study

Interest in Basic Overview of Libraries for Staff and Colunteers



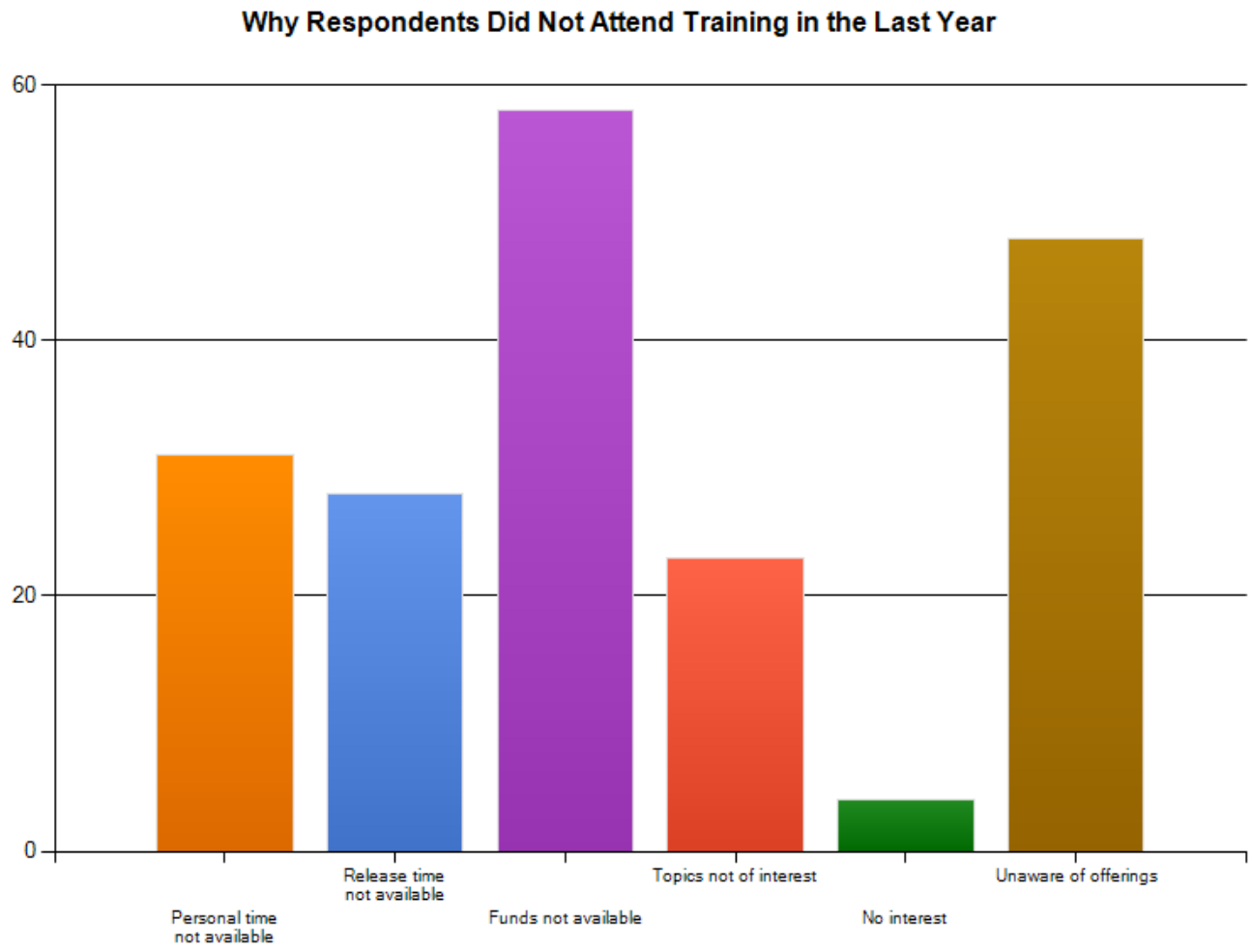
Library Personnel Study

Participation in Training in the Last Year



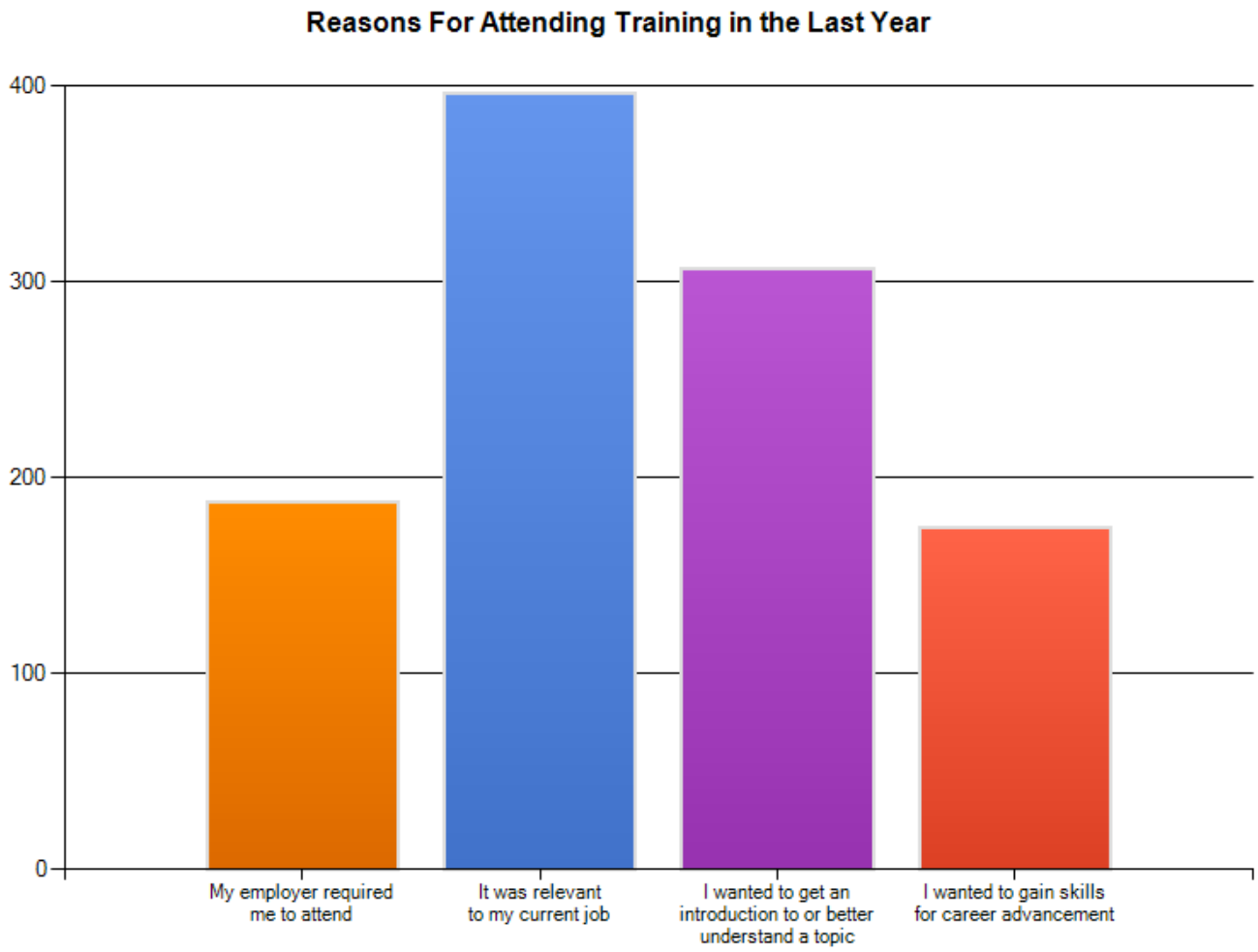
Library Personnel Study

Why Respondents Did Not Attend Training in the Last Year



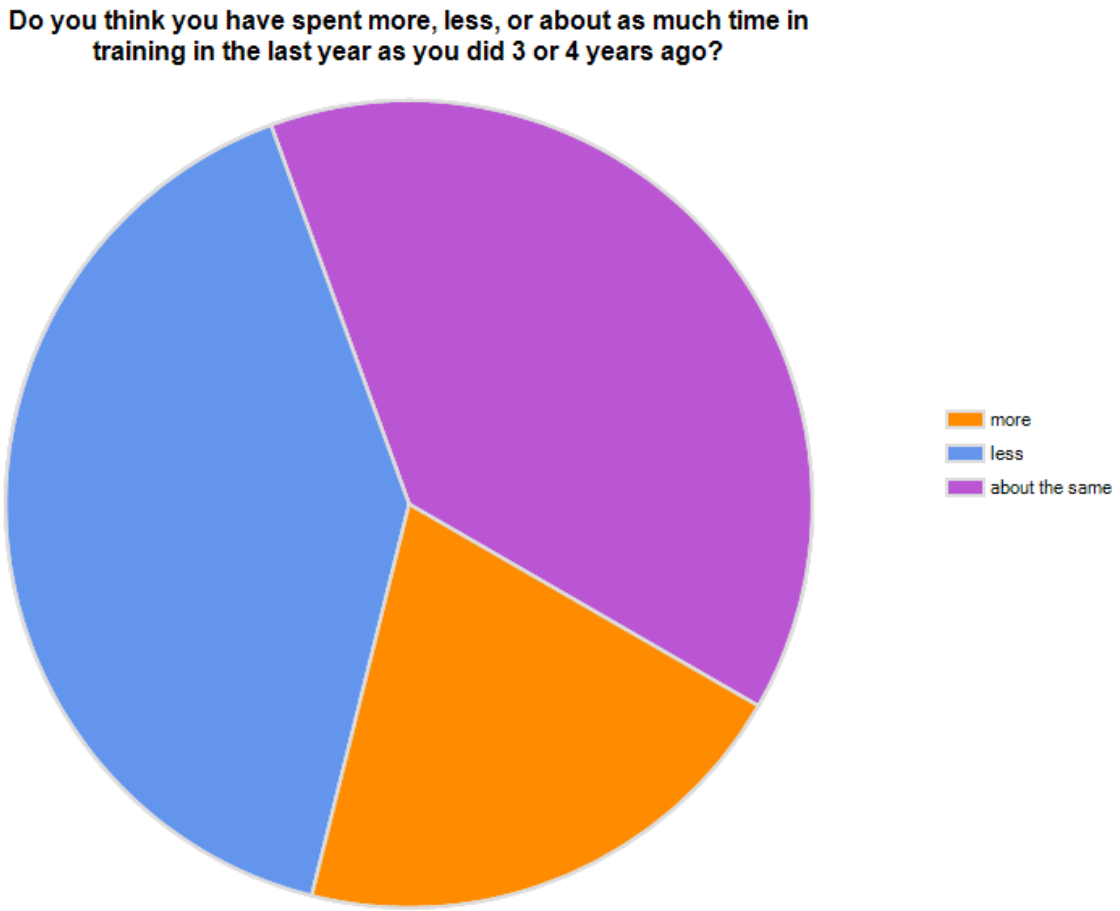
Library Personnel Study

Reasons for Attending Training in the Last Year



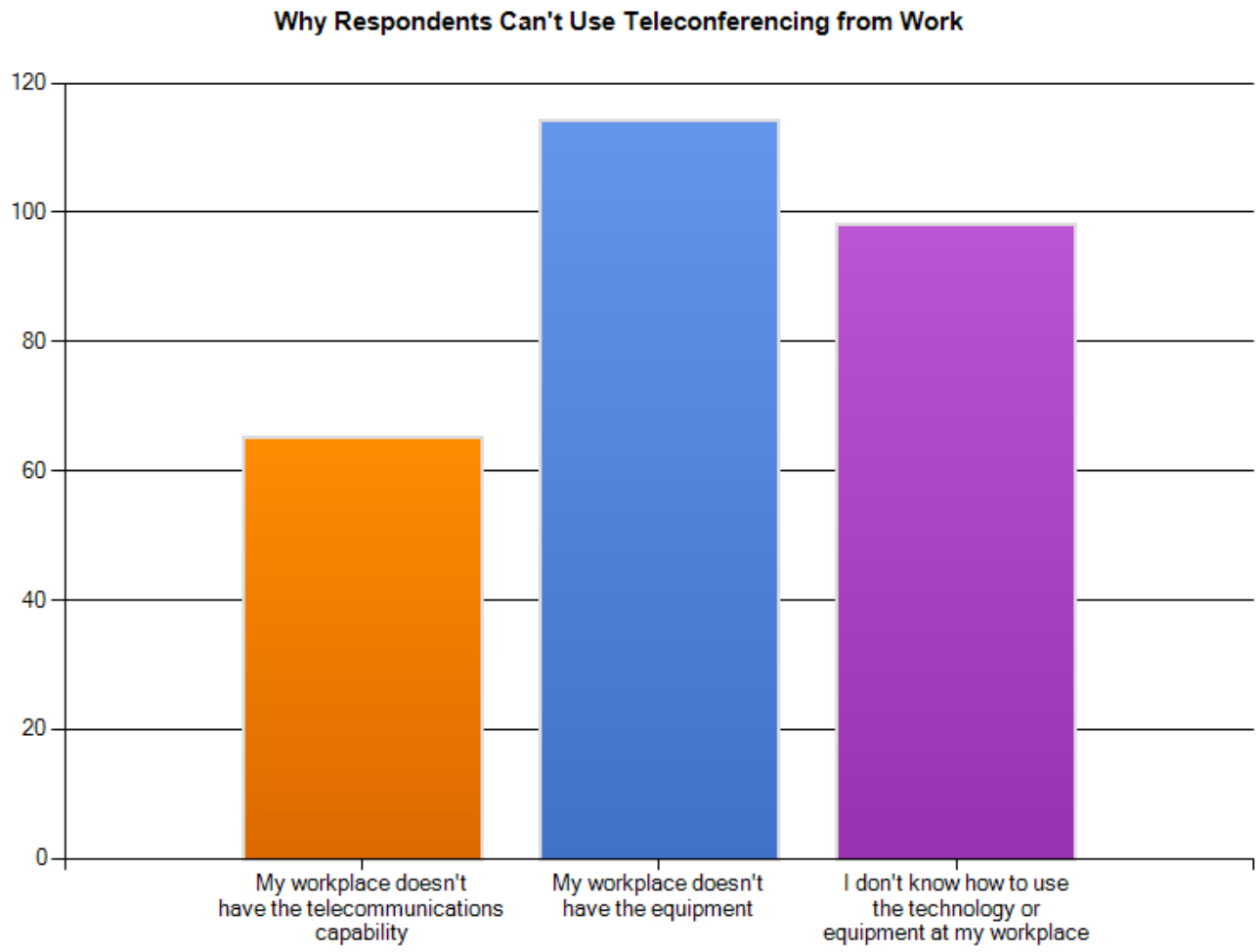
Library Personnel Study

Amount of Time Spent in Training in Last Year vs. Previous years



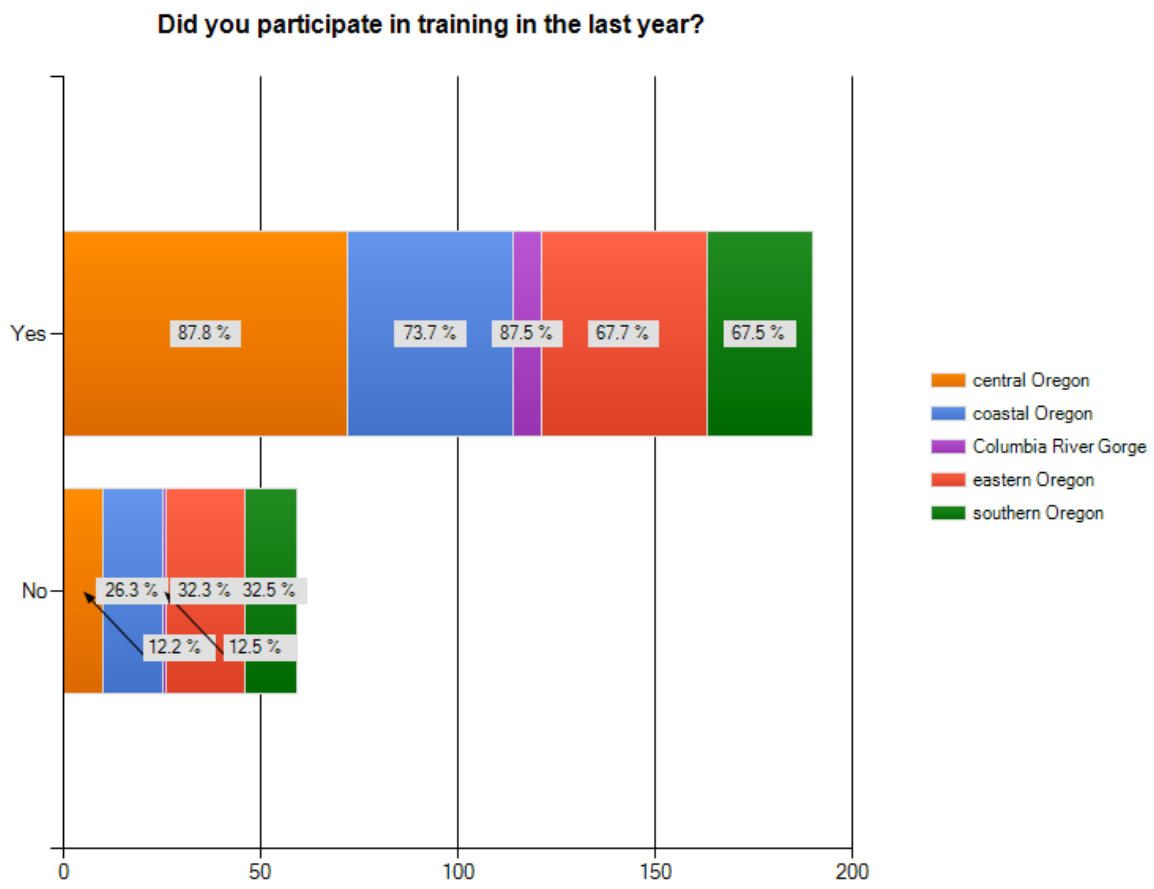
Library Personnel Study

Reasons Respondents Can't Use Teleconferencing from Work

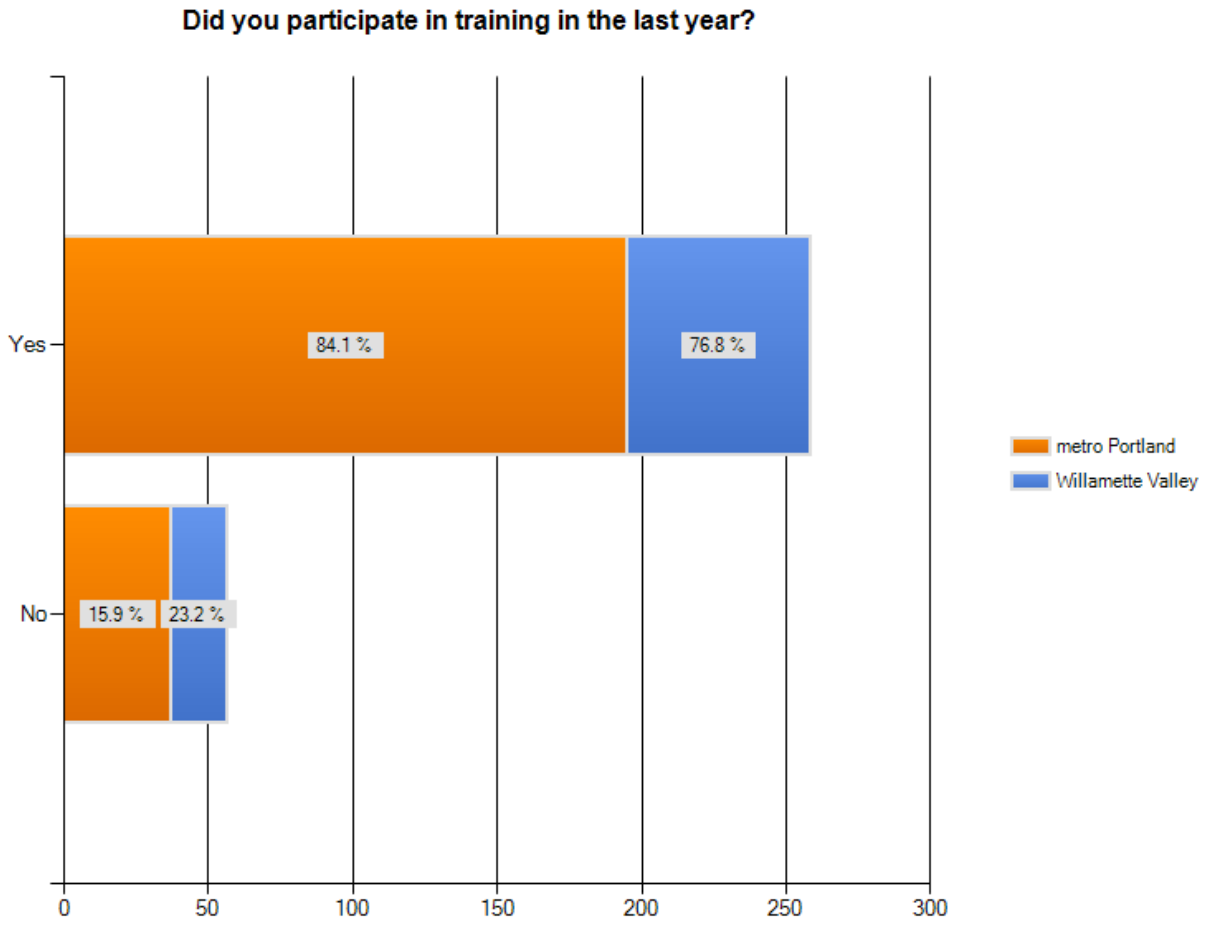


Library Personnel Study

Did You Participate in Training in the Last Year?, by Region



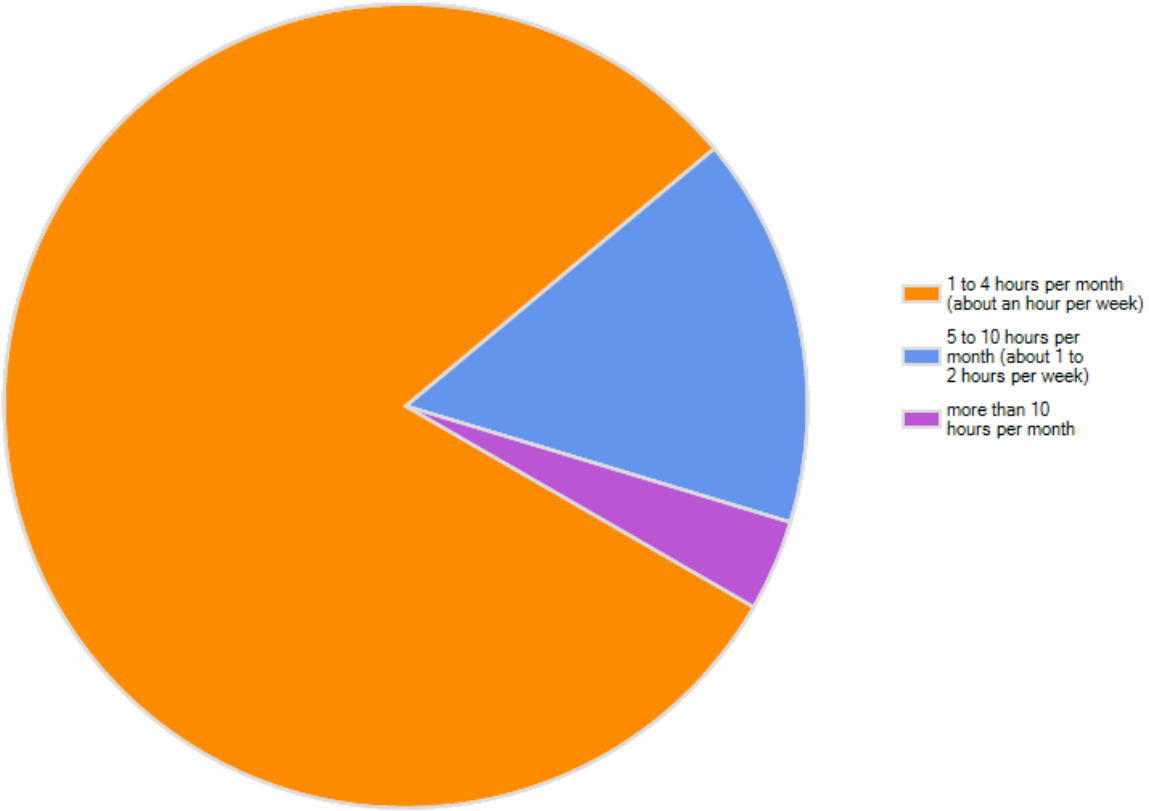
Did You Participate in Training in the Last Year?, Metro Portland & Willamette Valley



Library Personnel Study

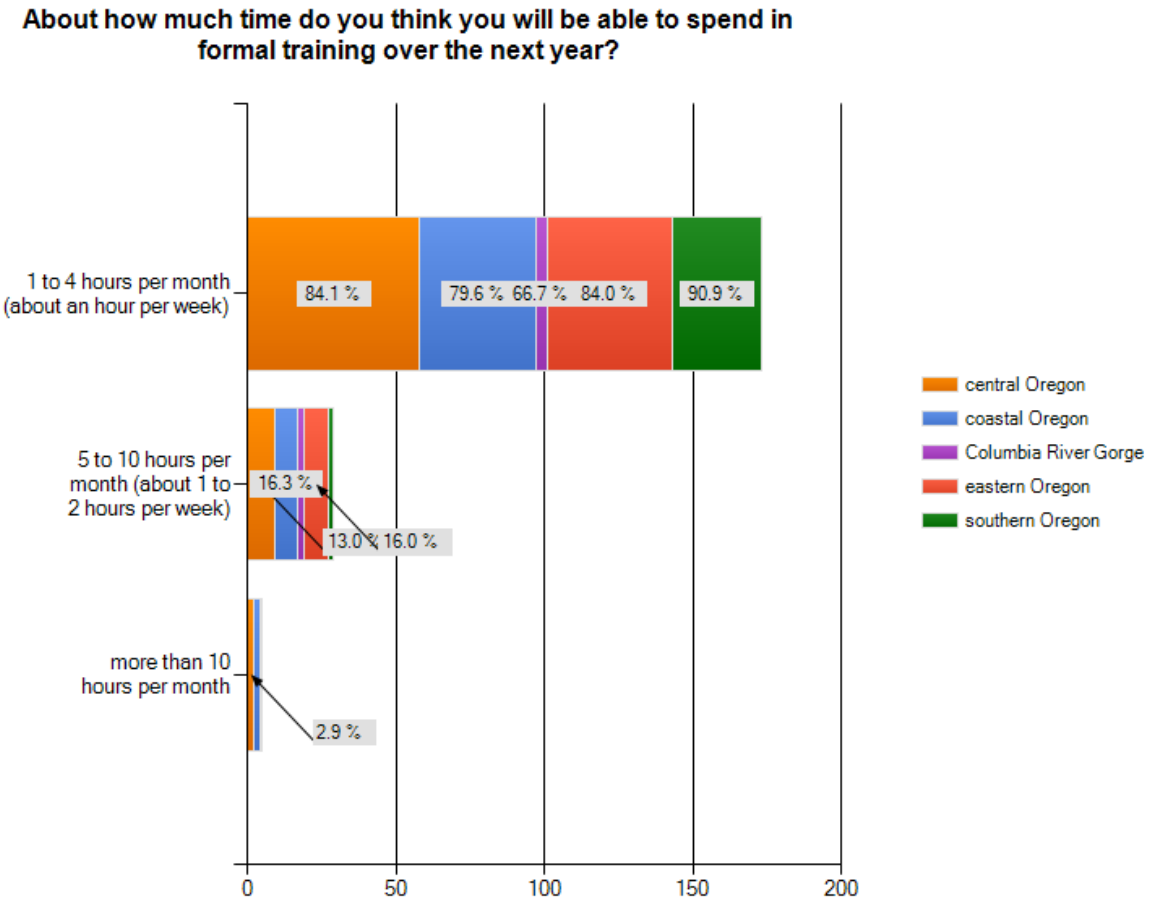
How Much Time Will You Spend in Training Over the Next Year?

About how much time do you think you will be able to spend in formal training over the next year?



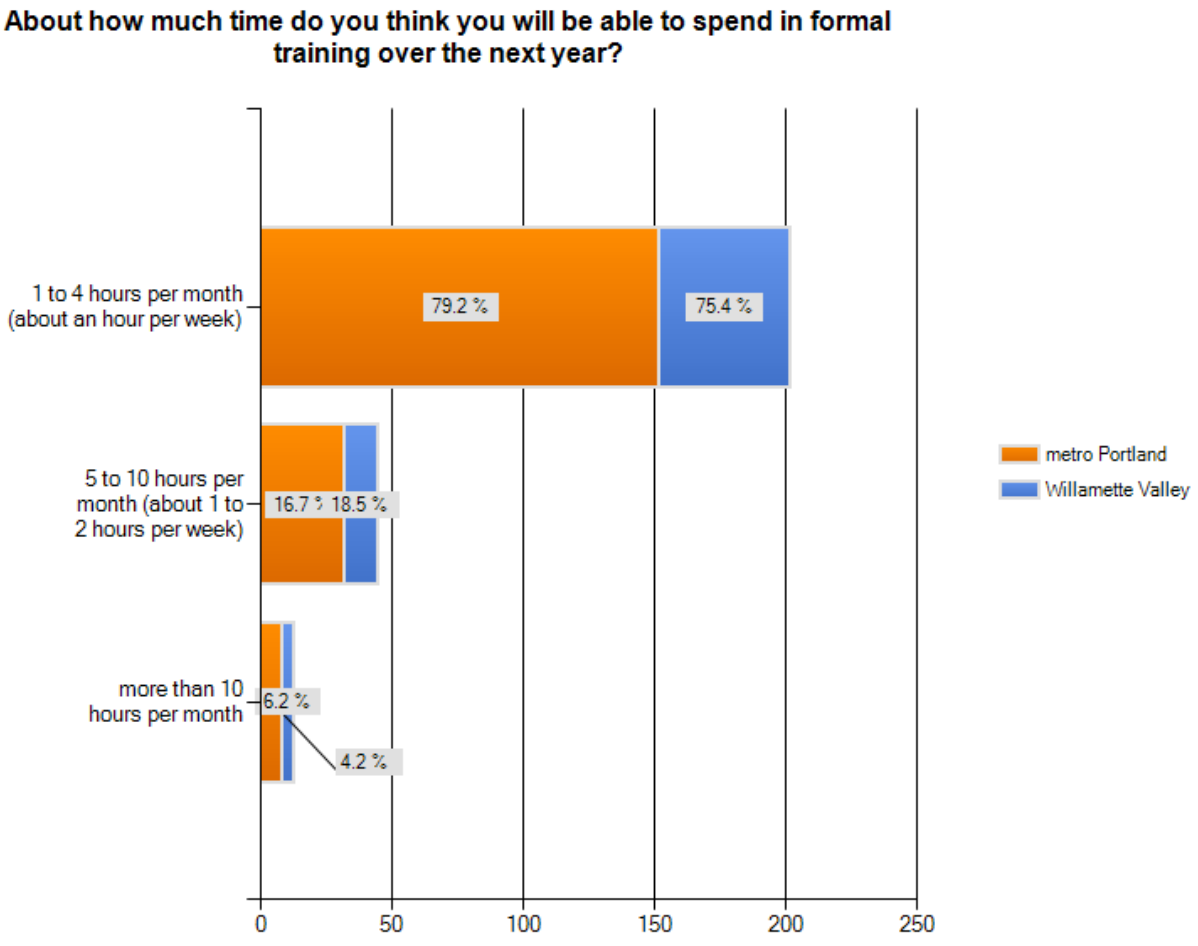
Library Personnel Study

How Much Time Will You Spend in Training Over the Next Year?, by Region



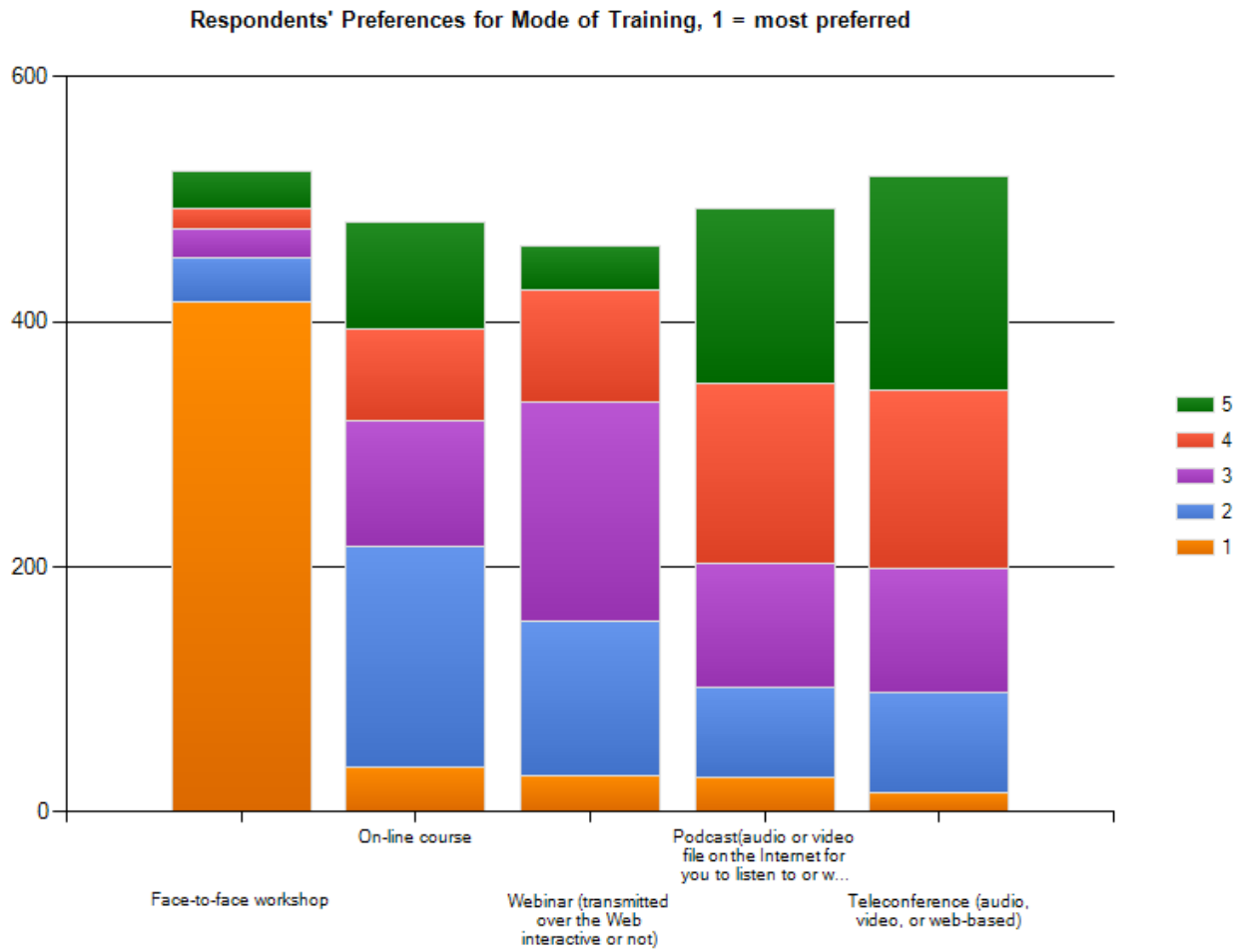
Library Personnel Study

How Much Time Will You Spend in Training Over the Next Year?, Metro Portland & Willamette Valley



Library Personnel Study

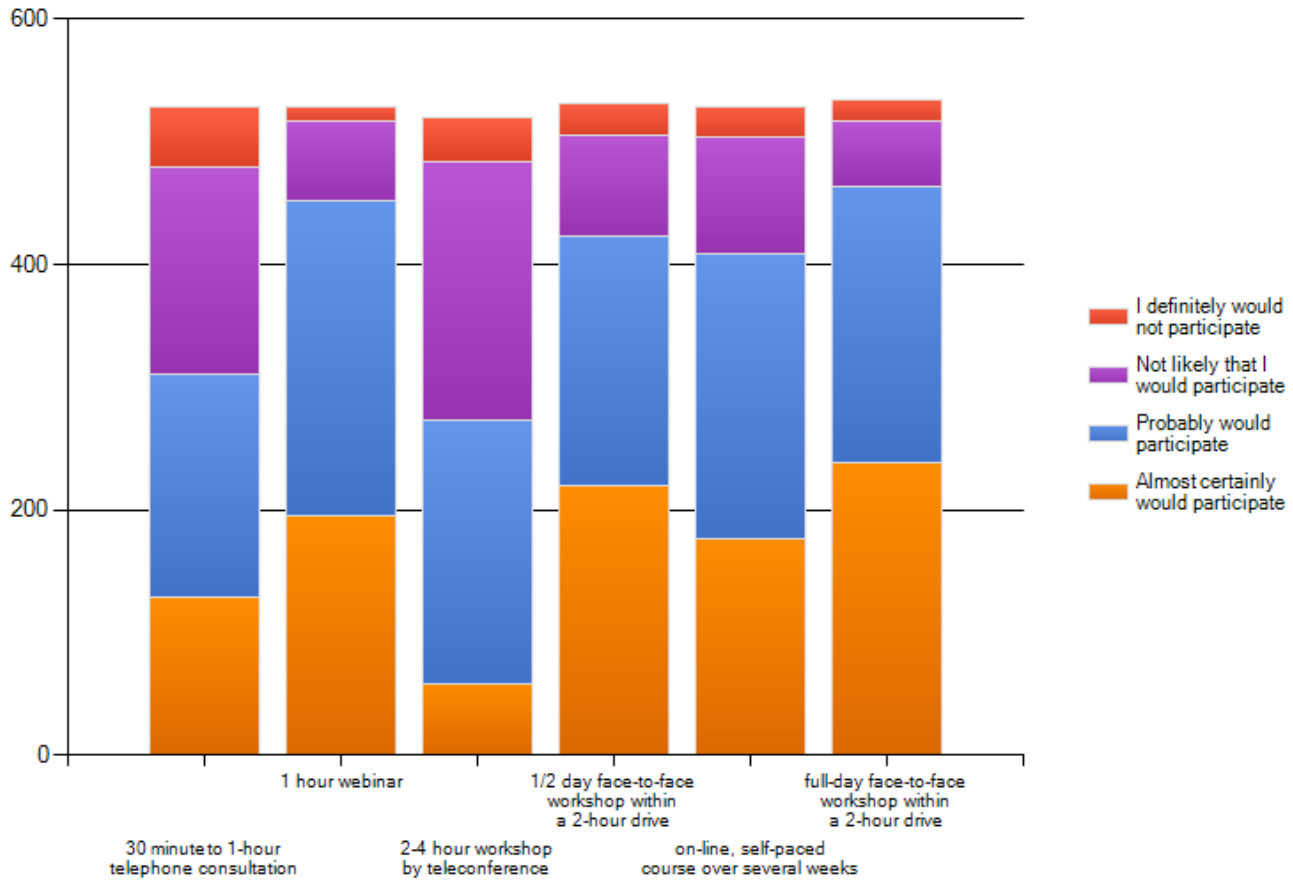
Preferences for Mode of Training



Library Personnel Study

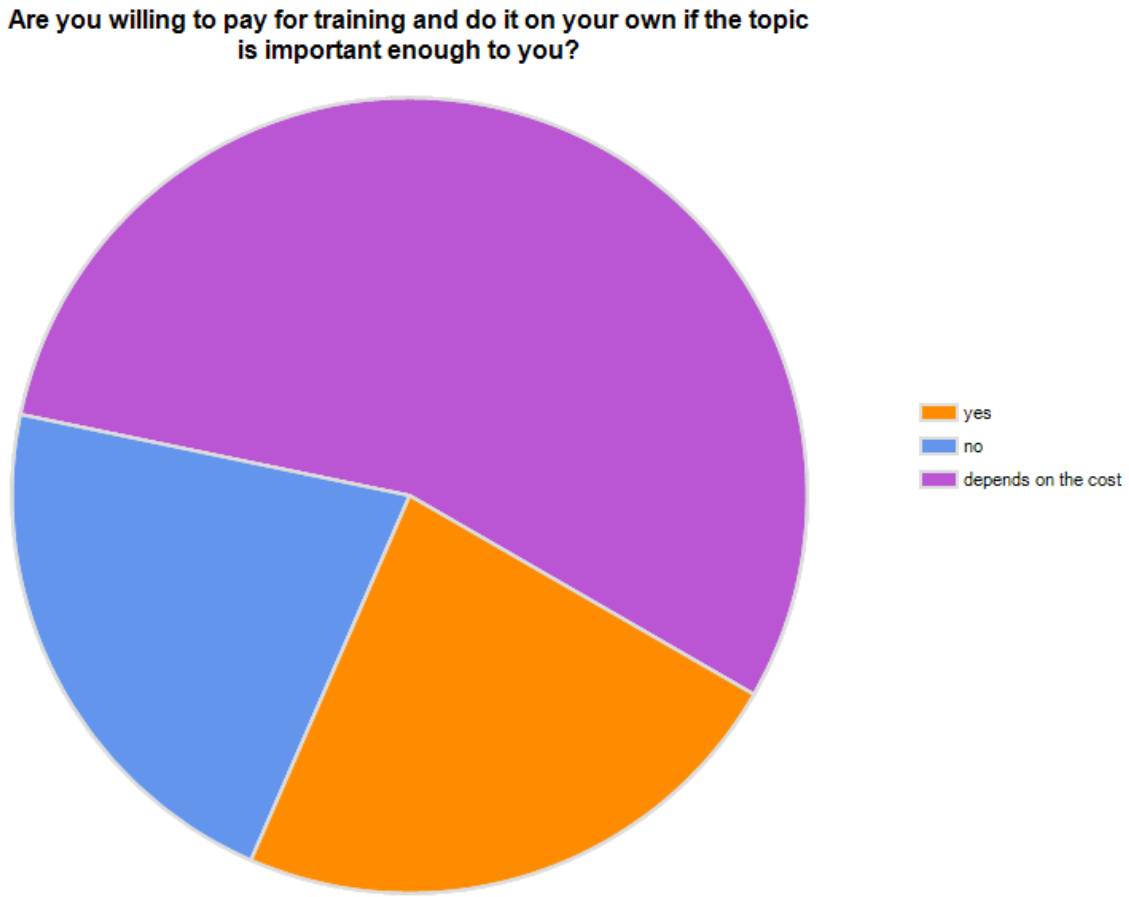
How Likely are You to Participate in Training?

If the training topic is likely to meet your needs and cost is not a consideration, how likely are you to participate if the training is a:



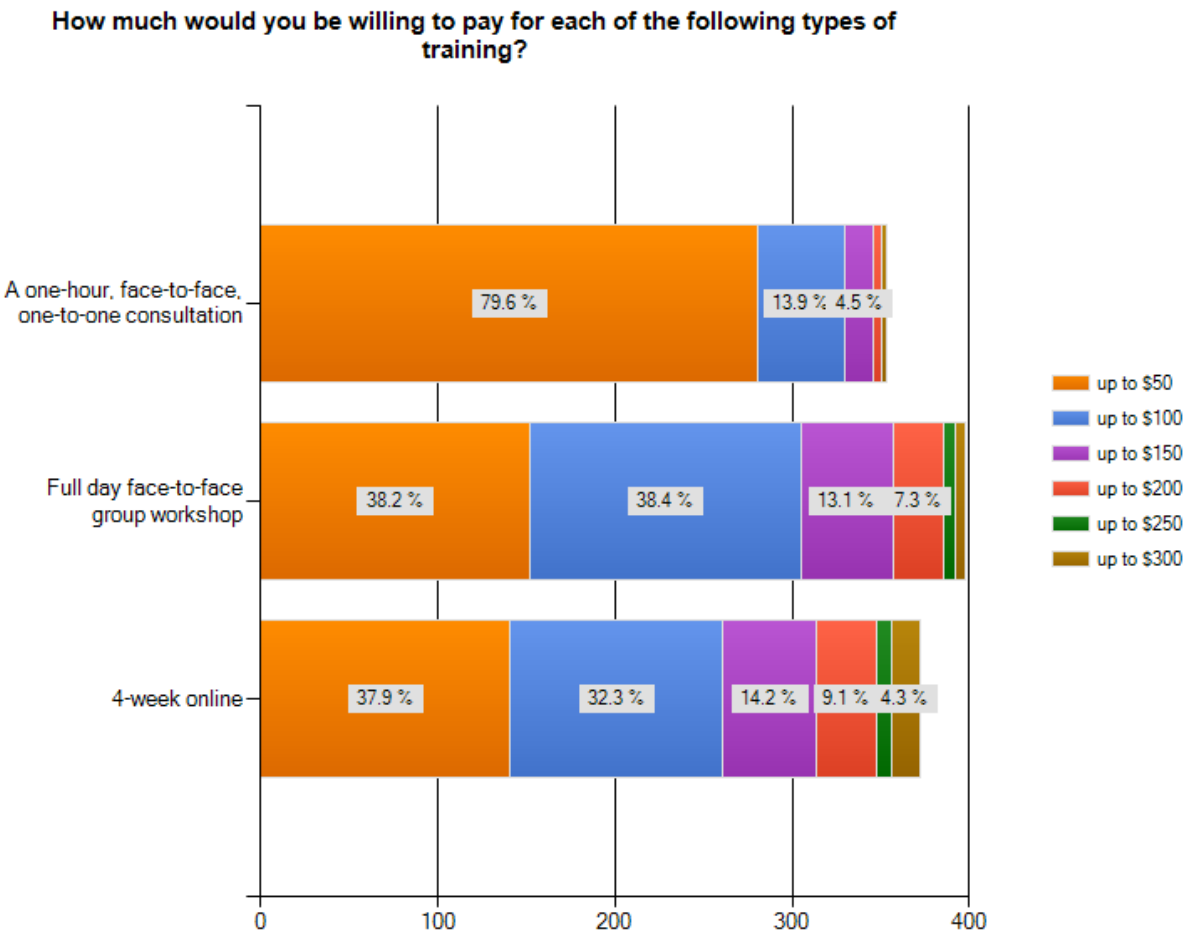
Library Personnel Study

Are You Willing to Pay for Training?

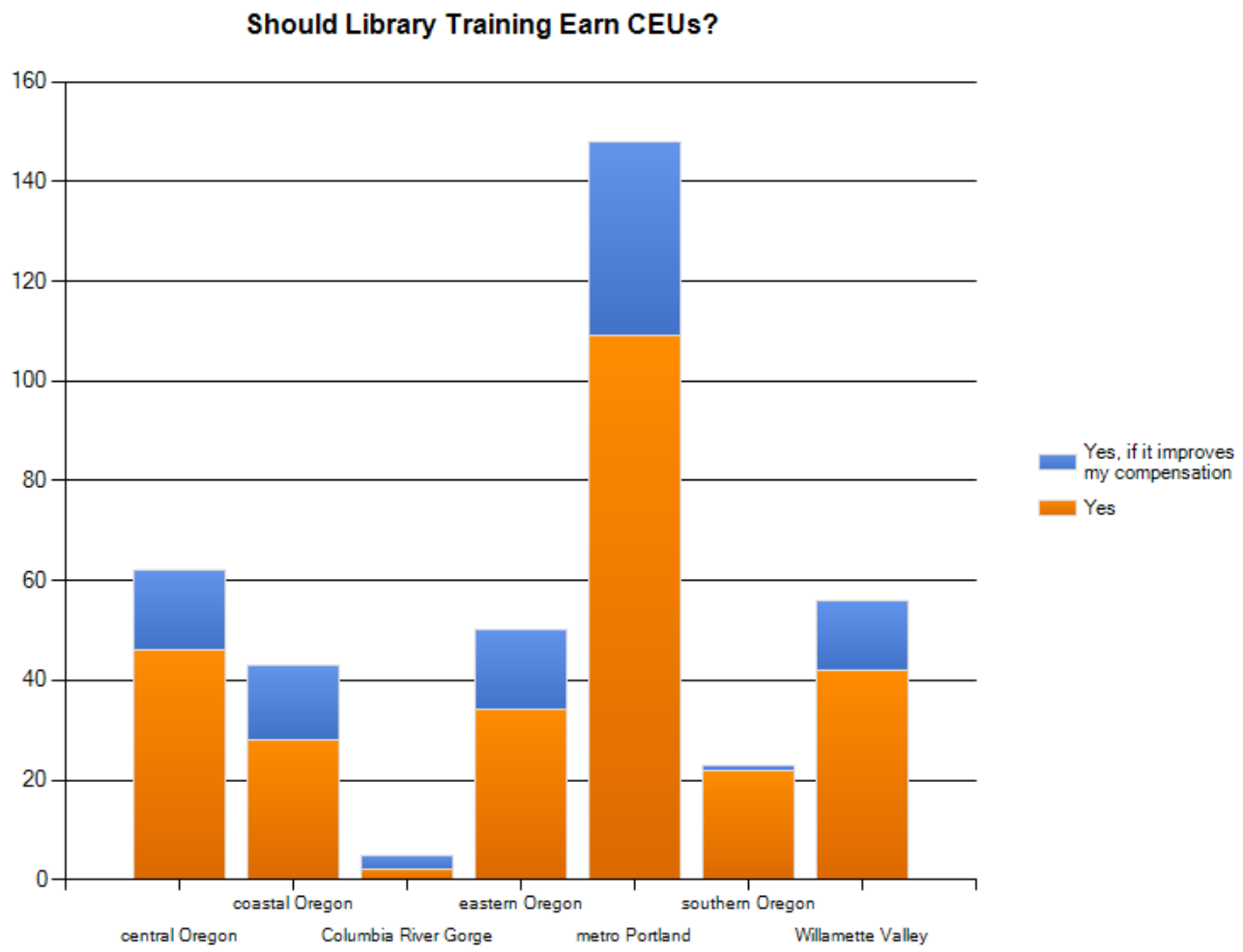


Library Personnel Study

How Much are You Willing to Pay for Training?

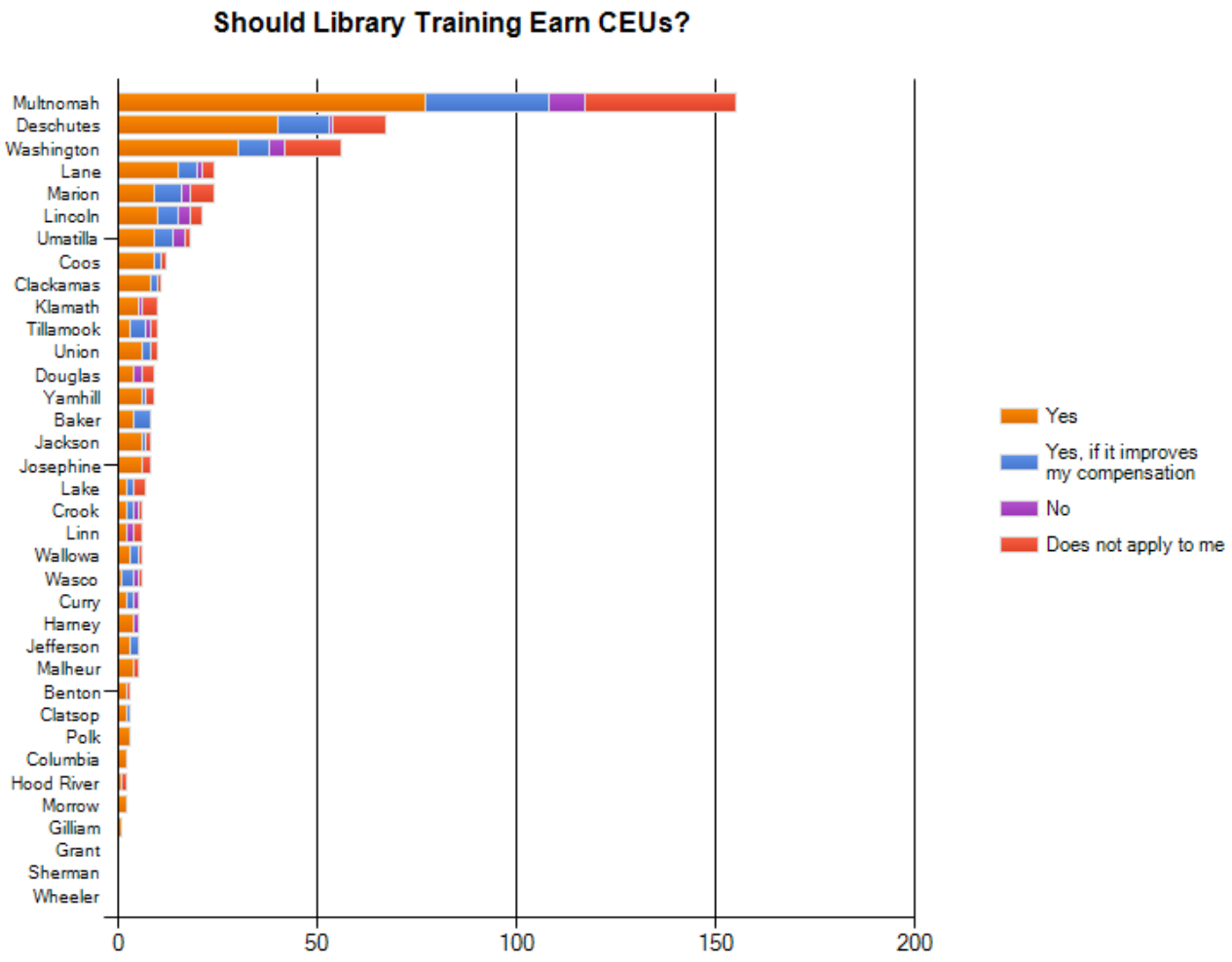


Should Library Training Earn CEUs?, by Region



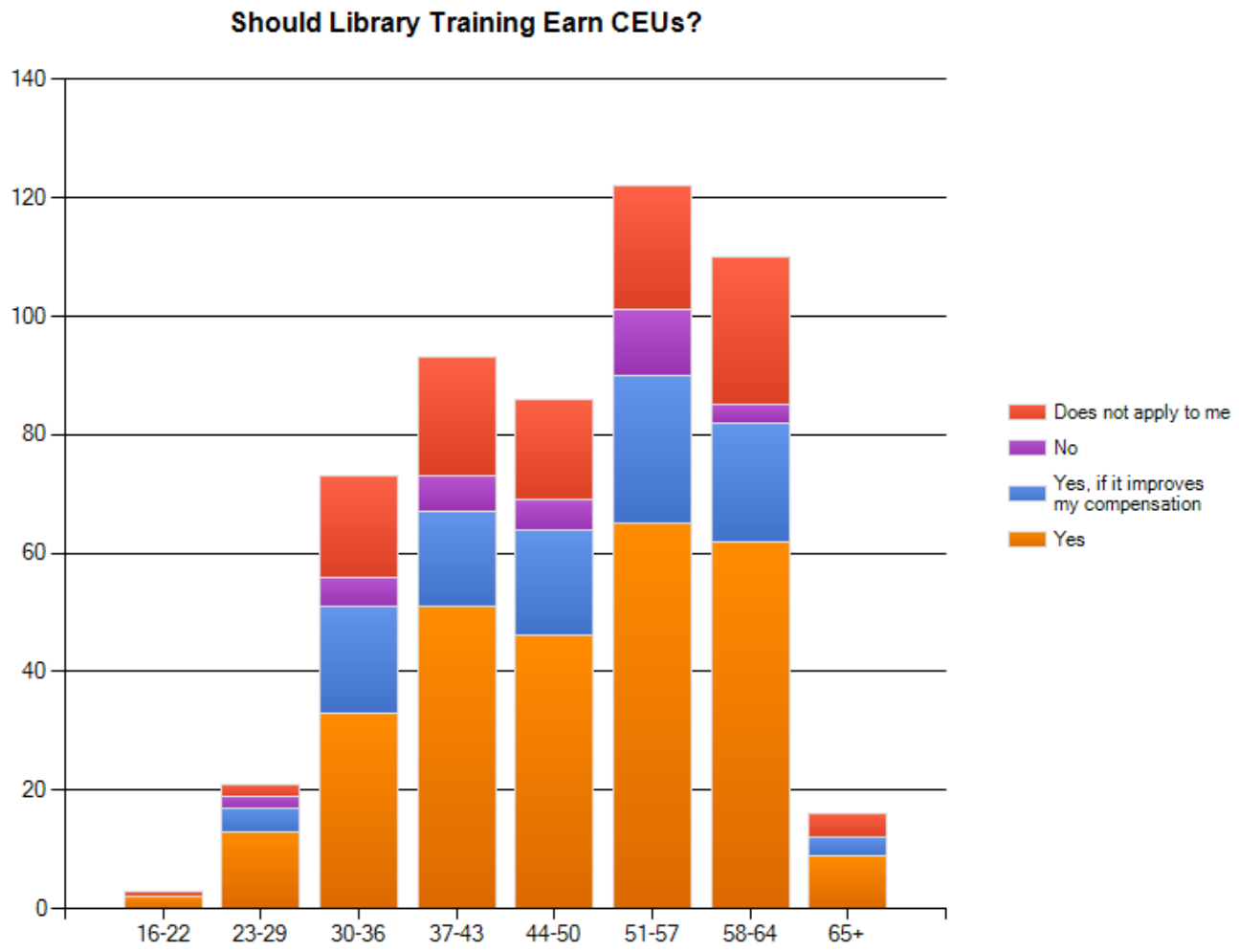
Library Personnel Study

Should Library Training Earn CEUs?, by County



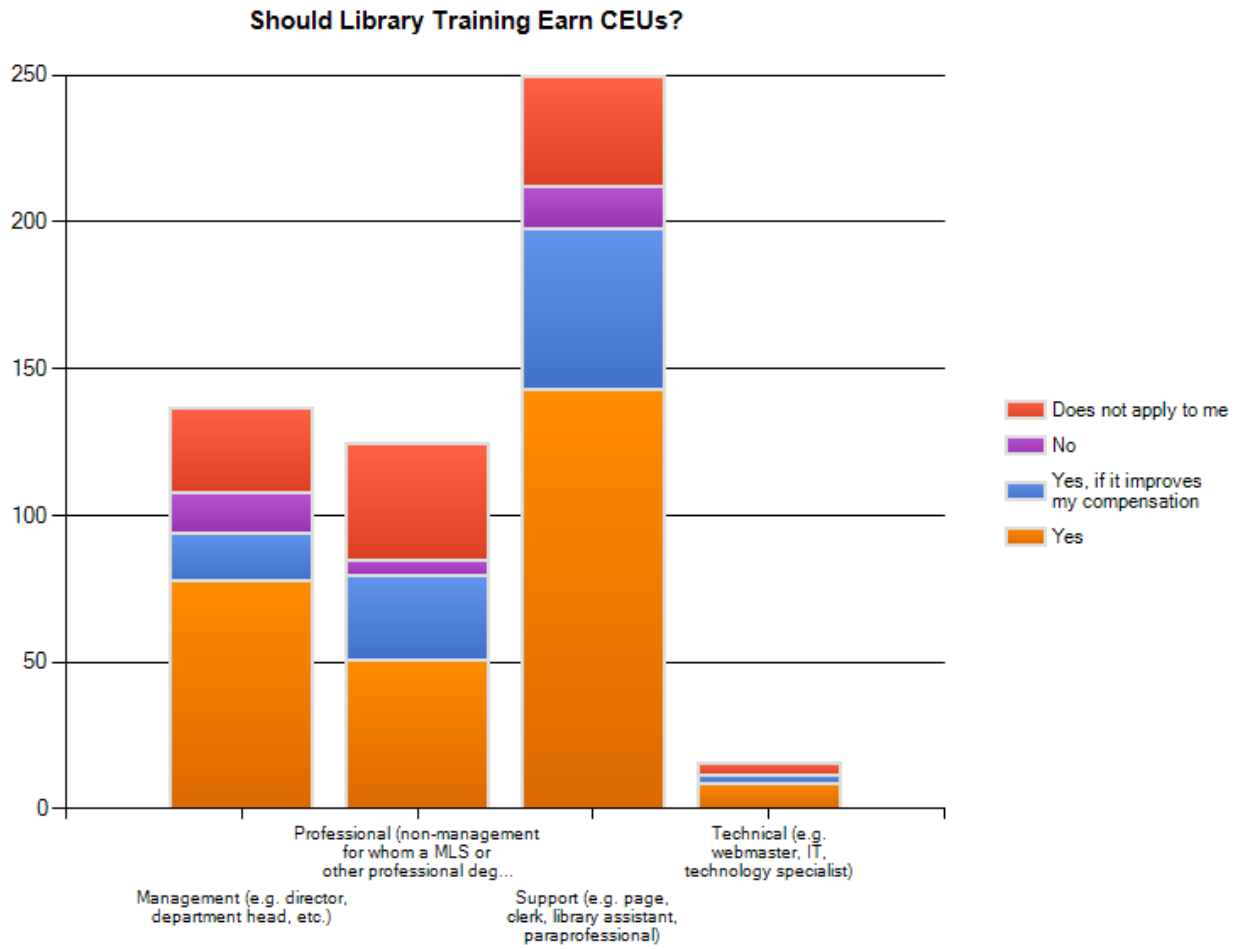
Library Personnel Study

Should Library Training Earn CEUs?, by Age Level



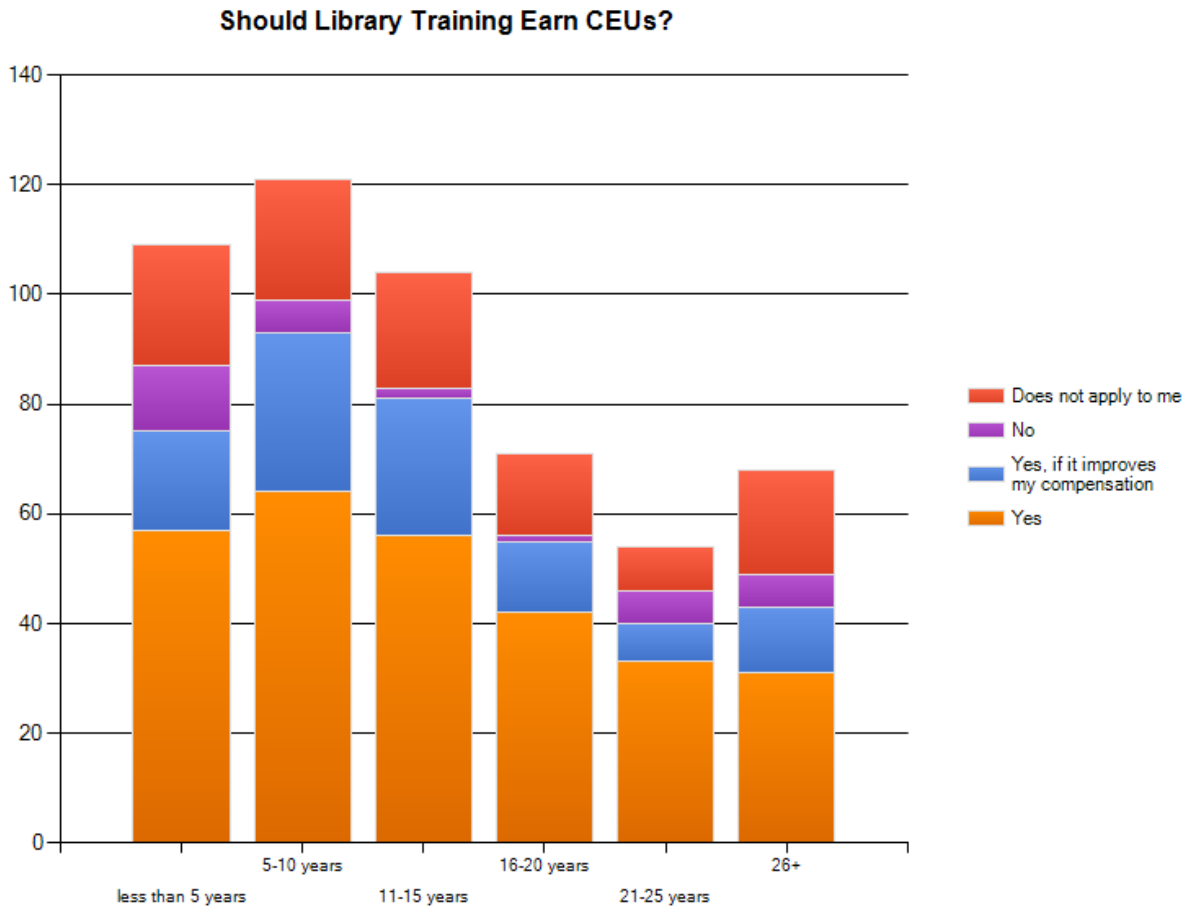
Library Personnel Study

Should Library Training Earn CEUs?, by Job Category



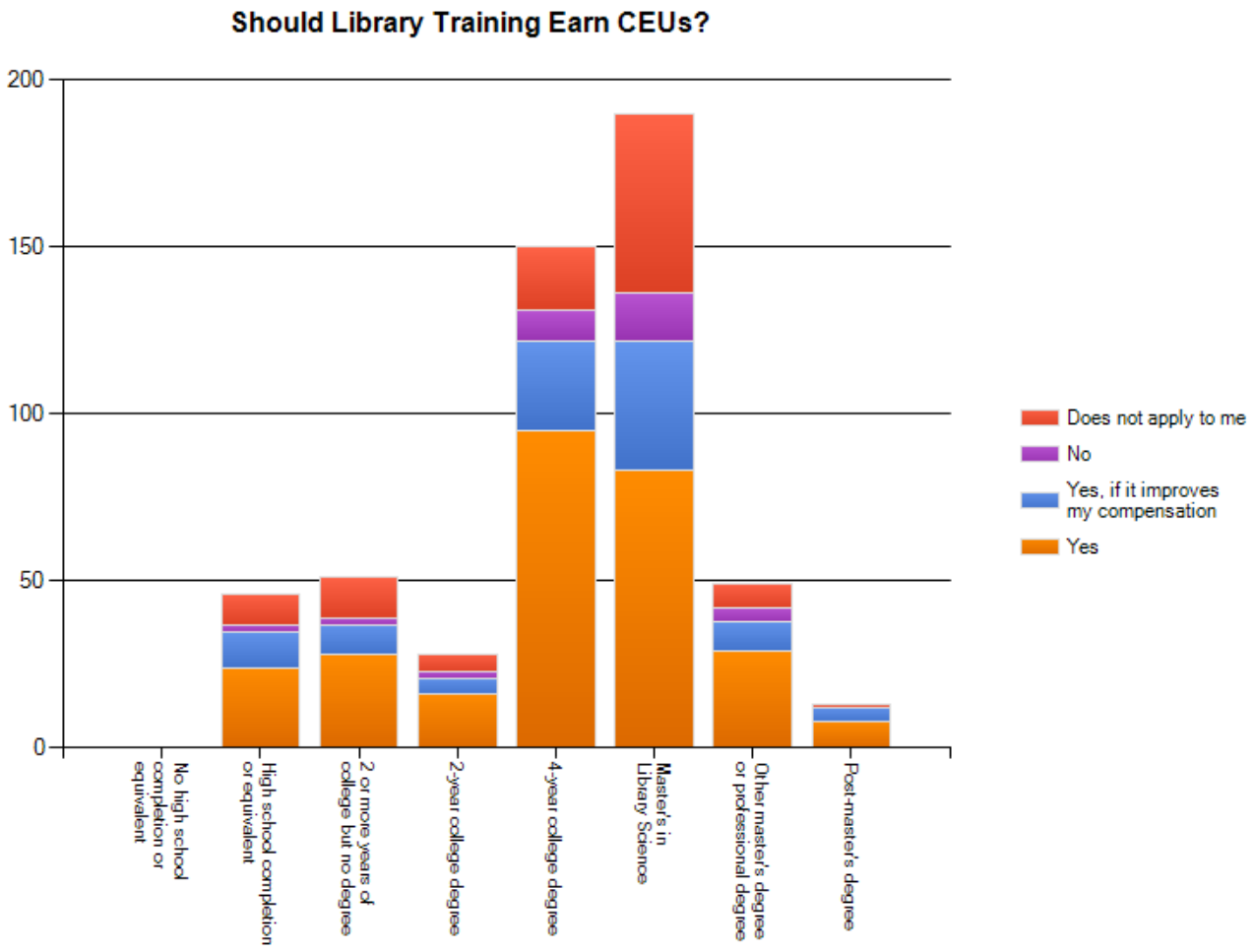
Library Personnel Study

Should Library Training Earn CEUs?, by Years of Service



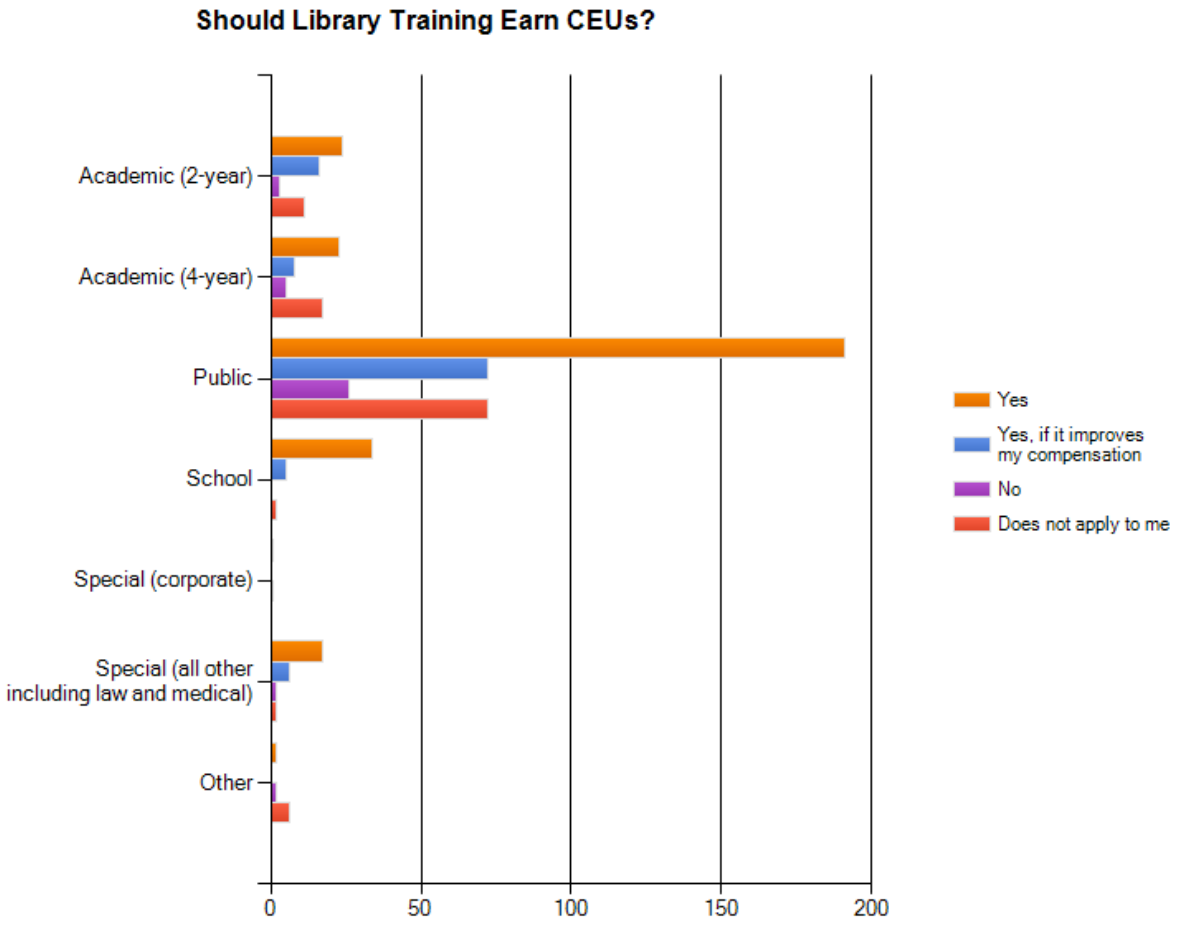
Library Personnel Study

Should Library Training Earn CEUs?, by Level of Education



Library Personnel Study

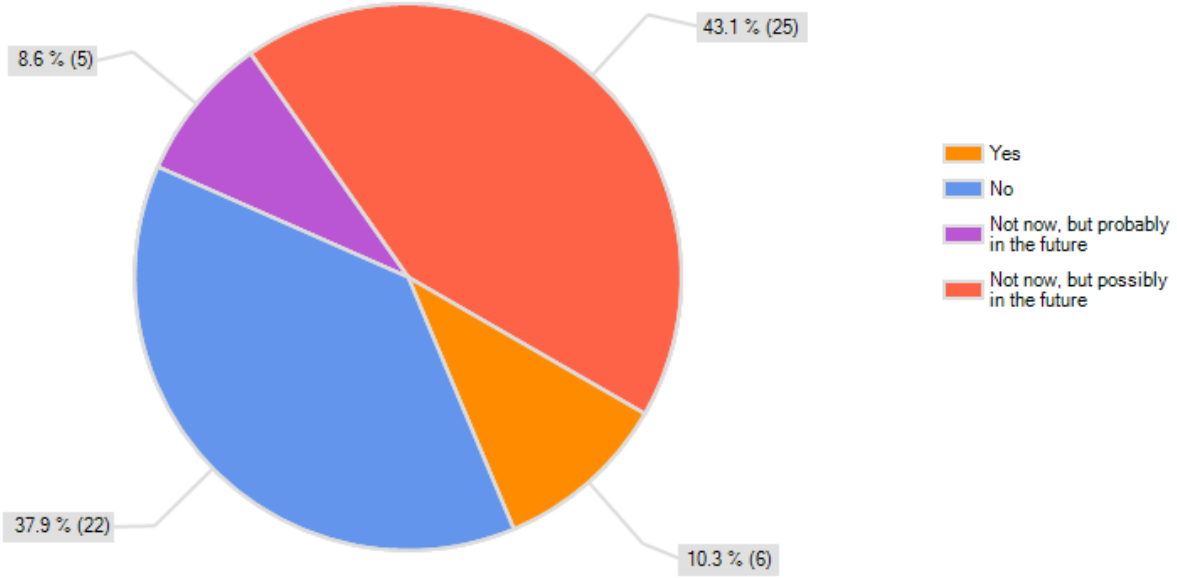
Should Library Training Earn CEUs?, by Type of Library



Library Personnel Study

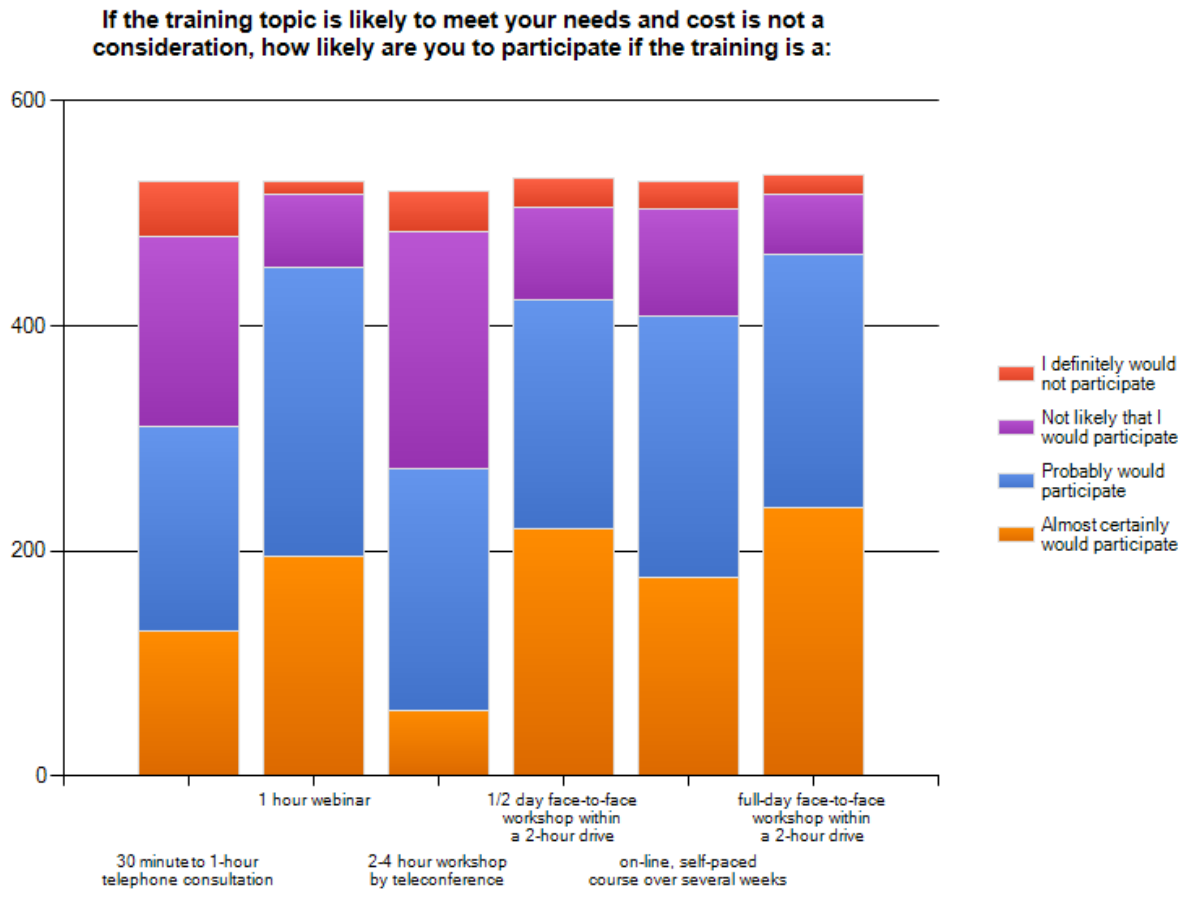
Would ALA Paraprofessional Certification be an Economic Advantage in Your Institution?

Would ALA-accredited paraprofessional certification be an economic advantage to the certificate holder in your institution?



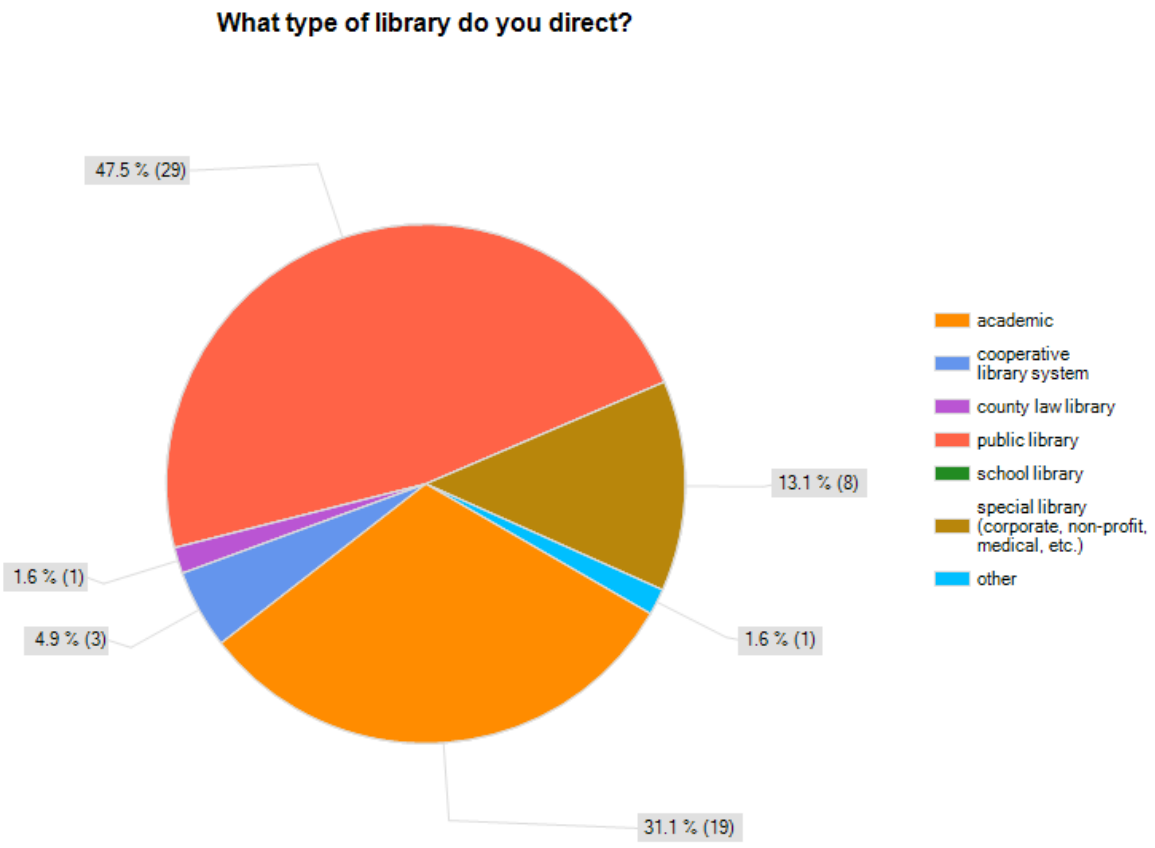
Library Personnel Study

If a Training Topic Meets Your Needs and Cost is Not a Factor, How Likely are You to Participate?



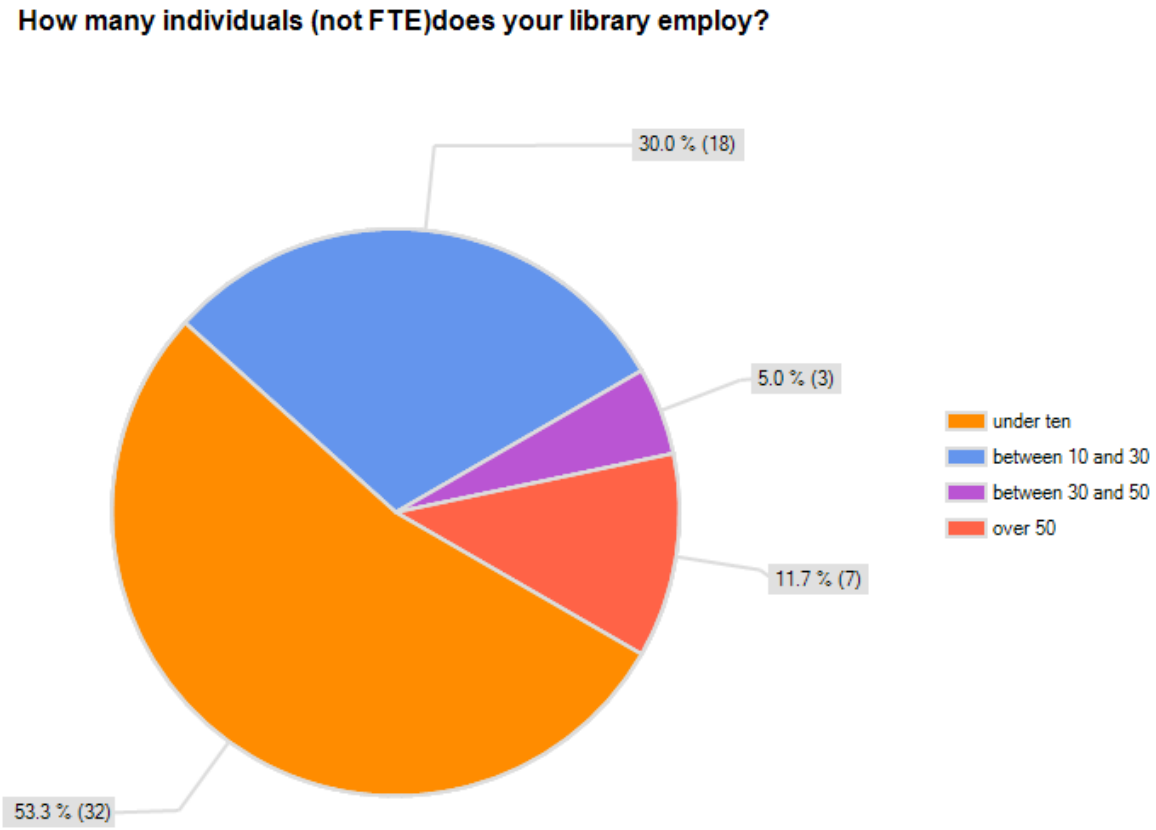
Library Directors Survey: Paraprofessional Certification

What Type of Library do You Direct?



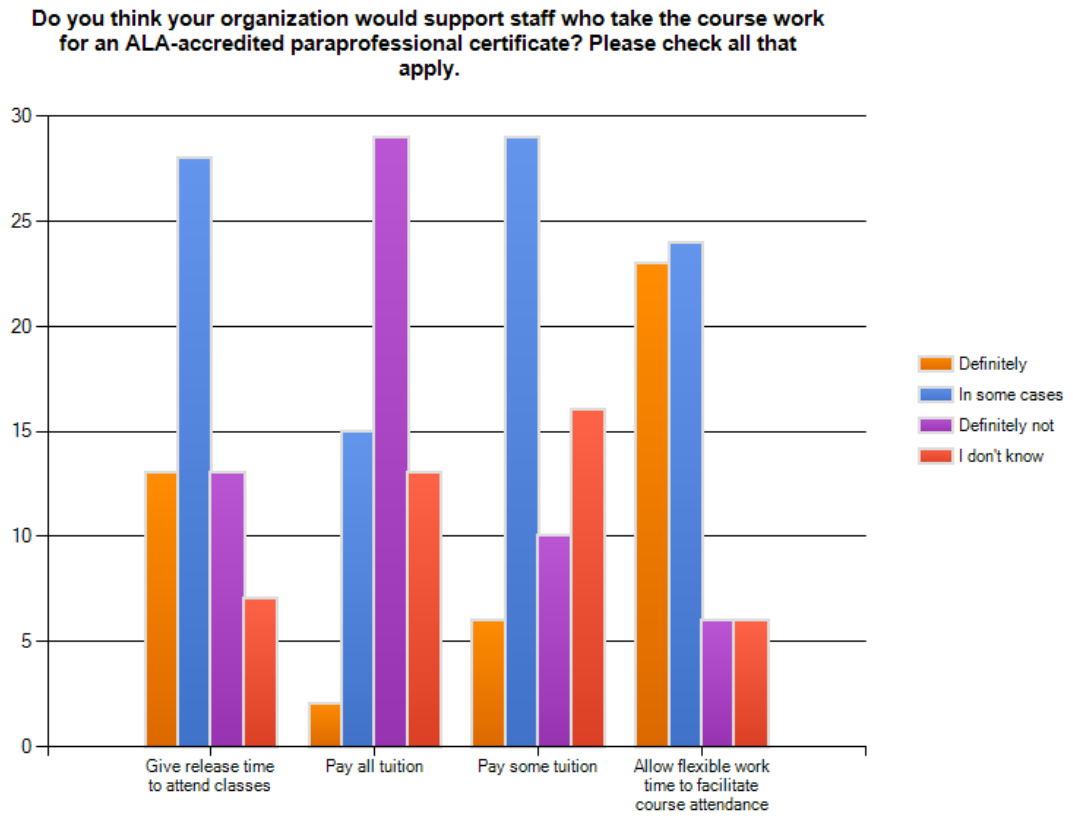
Library Directors Survey: Paraprofessional Certification

How Many Individuals Do You Employ?



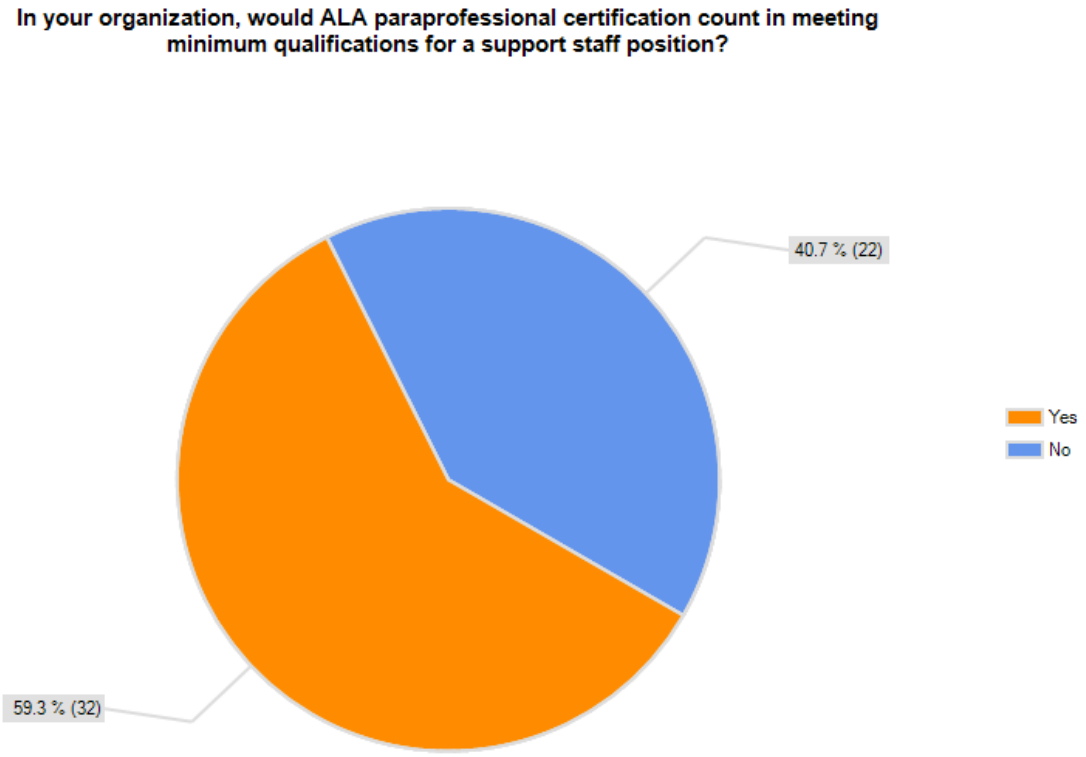
Library Directors Survey: Paraprofessional Certification

Would You Organization Support Staff for an ALA Paraprofessional Certificate?



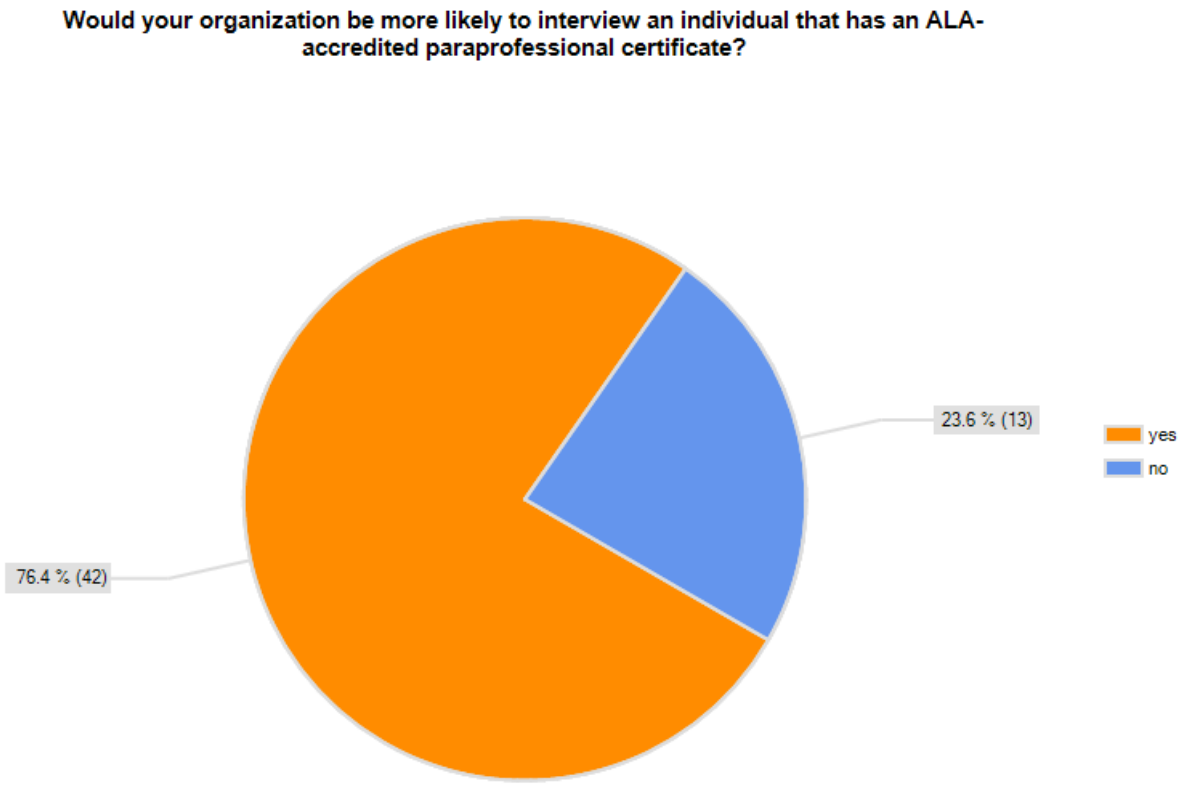
Library Directors Survey: Paraprofessional Certification

Would ALA Paraprofessional Certification Meet Minimum Qualifications for a Support Staff Position?



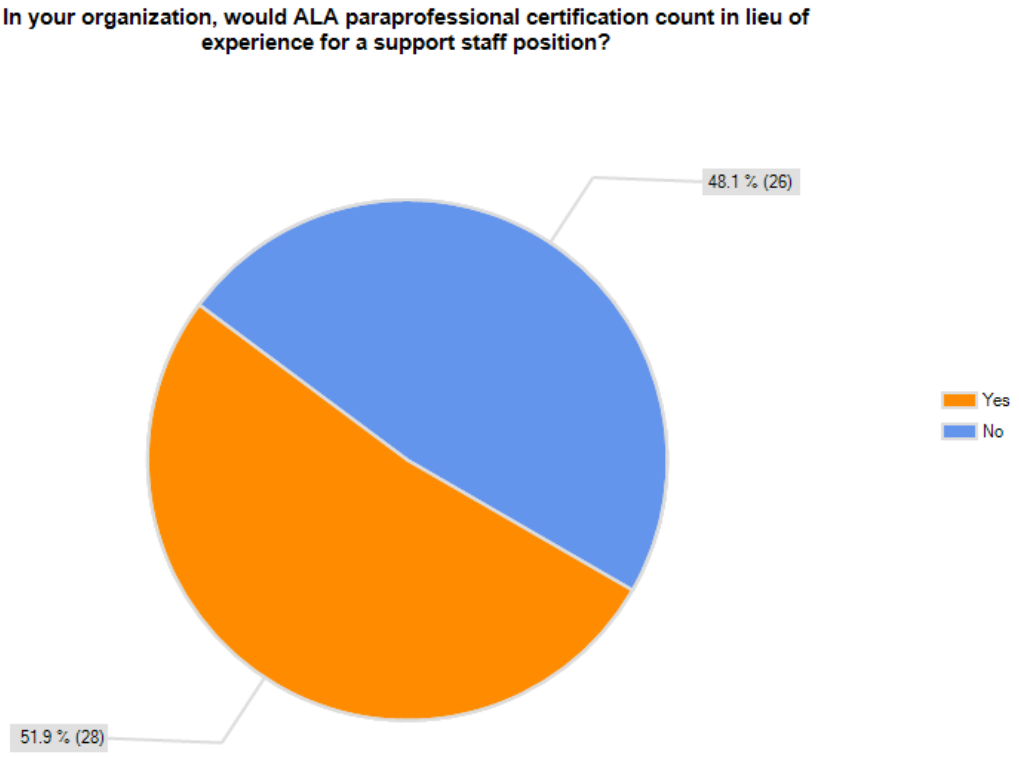
Library Directors Survey: Paraprofessional Certification

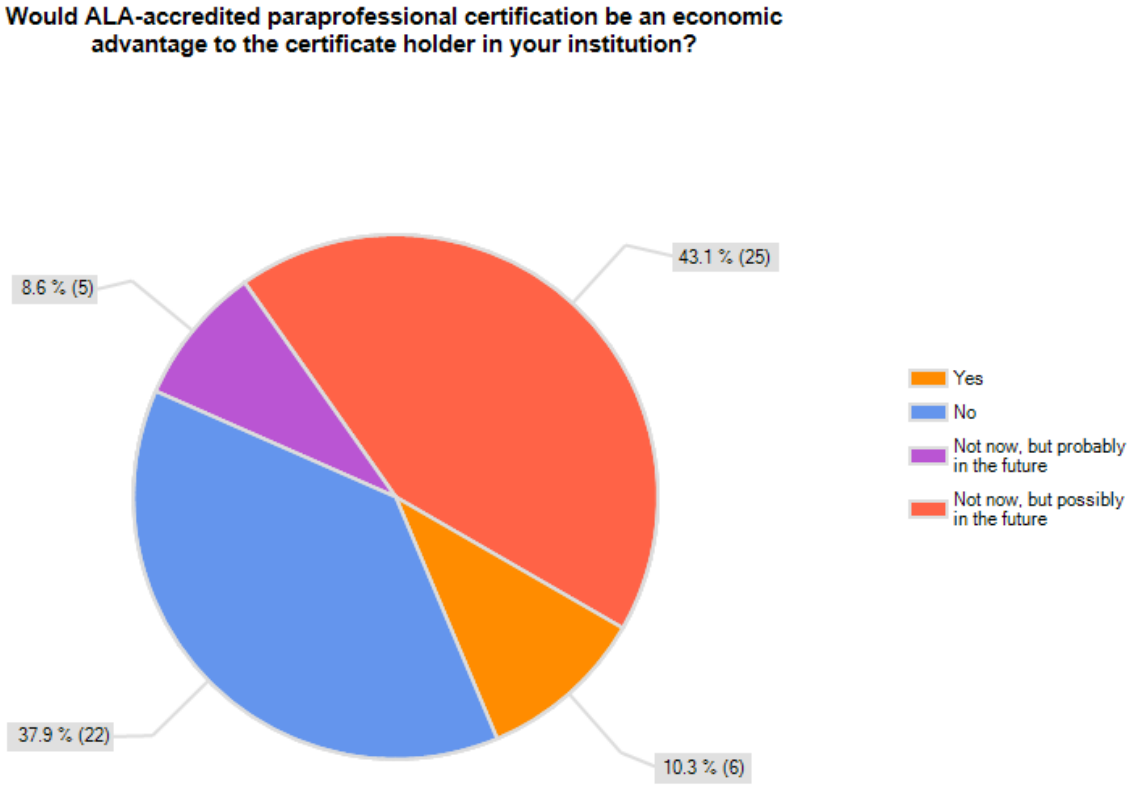
Would You be More Likely to Interview a Person with a ALA Paraprofessional Certificate?



Library Directors Survey: Paraprofessional Certification

Would ALA Paraprofessional Certification Count in Lieu of Experience?



Library Directors Survey: Paraprofessional Certification

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